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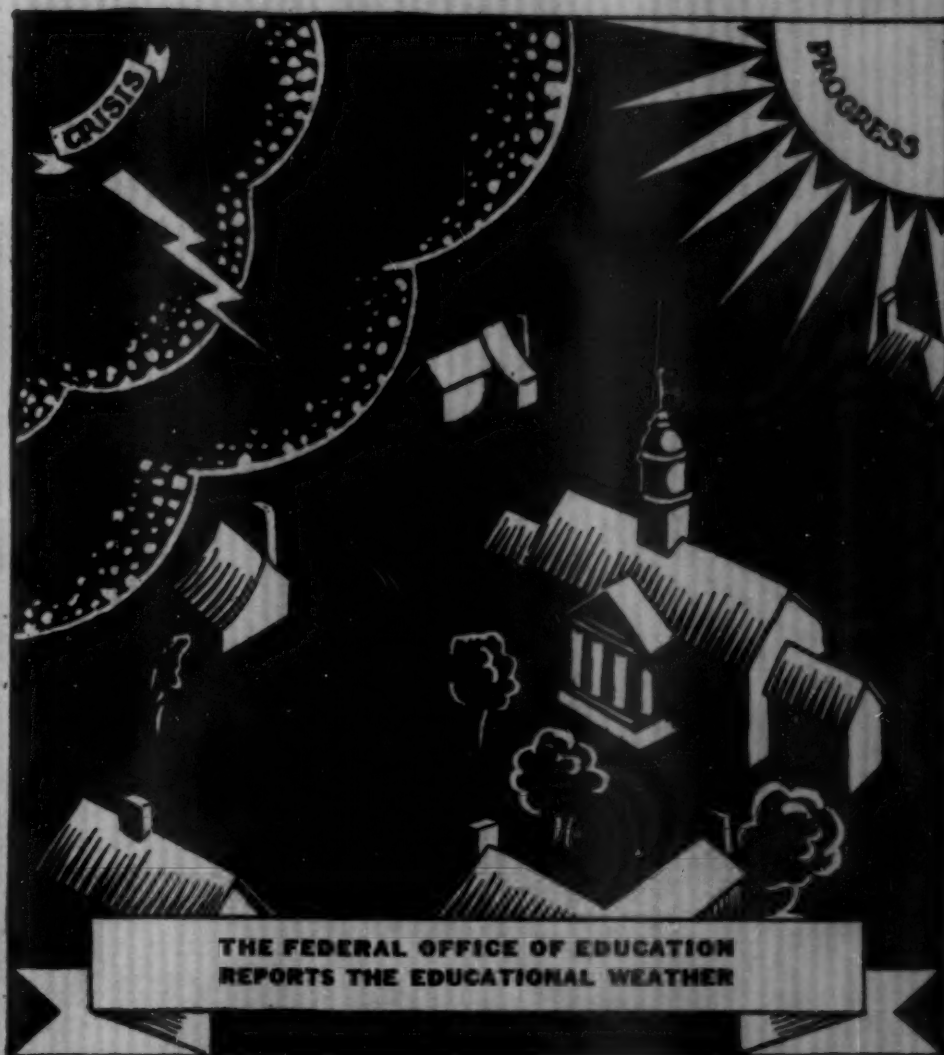
# SCHOOL LIFE

MAY 23 1933



May 1933

Vol. XVIII • No. 9



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The Carmel Plan • Why Teach Home Economics? • Teacher Education Aims  
Teacher Salary Budgets 1931-33 • Which Books? • Education Legislation in Congress  
Education of Business Leaders • New Government Aids for Teachers

*Official Organ of the Office of Education*

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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U.S. Department of the  
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Adult Education

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convention of the N.E.A. Department of Superintendence.

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## OFFICE OF EDUCATION

United States Department of the Interior

## SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems," and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for one year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.



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NUMBER 9

## The Carmel Plan

By CHARLES K. TAYLOR\*

**T**HIS CONCERNS a very unusual but very practical, and almost costless program that aids schools in finding the vocational aptitudes of their pupils and provides an excellent grade of prevocational training. We are calling it "The Carmel Plan" because the small rural town of Carmel, N.Y., is the first one to put the complete plan into operation.

### Problem

After all, it is an important matter. Our great cities, to be sure, can do something constructive about vocational training. They have the means and can provide equipment, although in general our vocational schools are narrow in their scope and highly expensive to equip and maintain. Vocational training of any kind in thousands of small towns and villages is simply out of the question. Very few of these are able even to provide commercial courses. So if the village of Carmel has accepted and put through a plan making a wide range of prevocational training easily possible, then we have a matter of first importance. And it is a fact that practically without cost Carmel children are receiving vocational training in a wider range of subjects than even large municipal vocational schools can care for.

### How it began

This development began last fall when the board of education came to the conclusion that too much so-called education is aimless and planned with little consideration of the various levels of capacity and the many kinds of vocational aptitudes. Their first step was to request the Vocational Research Bureau to make a study of the vocational aptitudes of the pupils in the 10th, 11th, and 12th grades.

\* Director, Vocational Research Bureau, Kent Cliffs, Putnam County, N.Y.

We might say a word or two about this bureau. It developed as a part of the same general endeavor that a few years ago produced the Educational Records Bureau of New York—a school-service organization planned to care for objective testing programs at cost. As the Vocational Research Bureau requires, among other things, a carefully reported school record of each pupil, and as schools vary much in their work and in their marking, it seemed well, about 6 years ago, to ease up on the vocational study and to develop a test-marking bureau that would aid in giving judgments concerning academic achievement, based on objective tests, and using "national norms". This testing bureau becoming firmly established, the study of vocational aptitudes continued, and though the general system used had its beginnings in 1919, it was opened to schools in general only last fall.

### Suggestions

The Vocational Research Bureau, then, is also a school-service organization, planned to aid schools in finding the vocational aptitudes of their pupils and to suggest plans for vocational training with the resources of different communities in mind. It charges for its services fees that are as near to cost as possible.

#### IF YOU THINK

... a friend in education would be interested in one or more specific articles in this issue of *School Life*, kindly send his name and address to the Office of Education, Washington, D.C. We will gladly send him a marked copy.

To date the bureau has not accepted any particular vocational test, as it seems well to await sufficient proof of validity. It makes its recommendations on the basis of an analysis and study of various kinds of information concerning each pupil—the school history of achievement, the history of objective tests, family histories of vocations and hobbies, personal characteristics as noted by several different people, and so on. This information is placed on several data cards and sent to the bureau, which makes its study and returns the cards with suggestions. This work was done at Carmel, among other places, at the instance of the board of education.

When the data concerning the pupils in the three upper grades had been studied and their most hopeful vocational aptitudes noted, then the board had a special meeting with the director of the bureau.

"It is all very well", said one of the members, "to find these aptitudes. But what can we do about it? We know very well that most of our pupils are wasting a lot of time over things that are not very important and that we are sacrificing the nonacademic majority for the benefit of the academic minority, and that this is even more true of the small school systems than of the large ones. And we are not even training the academic minority according to their special capacities. You have noted about 16 different kinds of vocational aptitudes—and we are not able even to give the ordinary commercial course!"

### England's institute

Then was put before them an adaptation of a plan not unknown in England. For instance, in the school town of Bedford they have what they call the "institute." Now, this "institute" uses regular school buildings and some of the teachers are members of the school

staffs. The point is that pupils, who may be boys as young as 14, are here enabled to follow an interest or aptitude for several years, and the courses range all the way from grocery merchandising to architecture and chemistry. And here's the point. Last year this "grocery" class was largely in charge of the proprietor of a large grocery company. An architect of my acquaintance gives a couple of long periods each week to classes in mechanical and architectural drawing. And so on. The pupils pay, it is true, a fee, but it is a ludicrously small one—12s per annum, but the thing to remember is that the help of folk outside of the regular school staff makes the broad program possible. Here is an idea for us!

The six members of the Carmel board saw the application at once, and with enthusiasm. Incidentally, they represented five different kinds of vocations among them. One owned a machine shop and forge. Said he, "Well, if you find any boys with a real mechanical aptitude they may come to my shop once a week, at a regular time, and so learn what this kind of work is really like". Another member who owned a department store made a similar offer. And so did a newspaper publisher. The idea spread. And so it was arranged that pupils showing definite aptitudes and interests could, if invited, put regular periods, *during school time*, in the offices and shops of Carmel citizens who wished to cooperate. Carmel citizens did emphatically wish to cooperate as soon as the plan was put up to them. So it is that of two or three boys wishing to take up medicine, the one who was found to possess the proper mental and personal qualifications has been taken in by a doctor, for a specified number of school periods per week. It is reported that in a very short time this lad learned the use of all the doctor's instruments, finally taking over the charge of their sterilizing, and, within a week of his beginning, efficiently aided the doctor when two badly injured and mutilated men, victims of an auto accident, were carried into the dispensary.

Two girls wished to take up teaching. One was found to have the necessary mental capacities and personality, and she is spending a definite amount of time each week assisting teachers in the lower grades. Two boys spend their weekly vocational periods in the board member's machine shop. A girl has been taken in by the county social worker's office. Three pupils who showed more than a usual capacity for art are cared for by an experienced artist whose studio is in the neighborhood. And so on. Do you see what has happened? As far as we know, and for the first time in the United States, there has developed a community effort

to aid a school in giving real pre-vocational training, and as might have been expected, this responsibility and cooperation is having its effect on the community itself. The pupils, of course, go to the shops and offices during school time, and they will receive credit for accomplishment when it comes to gaining the high school diploma.

### Training—no cash

After all, what a simple matter it is! Here is a small town of about 2,500 people giving the older boys and girls probably a better and more realistic vocational training than is likely to be given even in the highly expensive municipal vocational schools. And—this is a beautiful thought, especially for these days—this training is given at *no cost* to pupils, schools, or the cooperating citizens. This is something that might be done in considerably smaller communities, and an adaptation of the same plan might be applied with great

benefit even in great cities where the vocational training is likely to be limited to the trades and to no great number even of these.

Carmel is doing one or two other interesting things that might well be described one of these days. For instance they have placed the development of a capacity for responsibility as one of the essentials of high-school training and they have decided to reorganize the curriculum of the last 6 years of school—something that many are talking about.

As Stanley Cornish, president of the school board, said, "Someone always has to make a start. Most of us know when things should be done and forward steps taken. And we all wait around for someone else to make the start. Well, we were tired of waiting and so decided to go ahead, to see if we could not give these children some training and some education that would have some relation to life, its needs and opportunities."

## College Student Tide Slacks

**A** SLOWING UP in the increase of students above secondary grade in the United States is suggested by reports for 1931-32 received at the Office of Education. Up to November 1, 1932, some 491 universities, colleges, and professional schools (excluding teachers colleges and normal schools) which had made statistical reports for 1930 had also reported for 1932. A summary of these reports appears in the table below.

The percent of increase for all institutions reporting is 3.3. For the period 1928-30 it was 6.4 and for 1926-28 it was 13.2. It is quite possible, of course, that the 1930-32 percent will be altered somewhat by the inclusion of reports not on hand at the time of this tabulation, although more than 45 percent of all institutions in the country are included.

While some institutions showed marked

decreases in enrollment, others reported great increases. Chaffey Junior College (California) more than quadrupled its number of students; the University of Hawaii nearly doubled, and Louisiana State University gained 50 percent. Three State junior colleges in Arkansas reported increases ranging from 89 to 125 percent. Among the private institutions reporting large proportionate increases are Loyola University (Illinois), Birmingham-Southern College (Alabama), Lewis Institute (Illinois), University of Tulsa (Oklahoma), Northland College (Wisconsin), Morris Harvey College (West Virginia), and Campbellsville Junior College (Kentucky).

The percent of increase for land-grant institutions is 5, that for other State universities is 2.1, and for municipal universities 12.

*Comparative enrollments of students above secondary grade, 1930-32, universities, colleges, and professional schools*

Grade or type of control	Number of institutions reporting	Enrollment		Increase <sup>1</sup>	
		1932	1930	Number	Percent
Degree-granting:					
Public.....	79	256,820	243,761	13,059	5.4
Private.....	300	206,095	209,478	-3,383	-1.6
Total.....	379	462,915	453,239	9,676	2.1
Junior:					
Public.....	53	25,394	19,056	6,338	33.2
Private.....	58	9,188	9,120	68	.7
Total.....	111	34,582	28,176	6,406	22.7
All schools:					
Public.....	132	282,214	262,817	19,397	7.4
Private.....	358	215,283	218,598	-3,315	-1.5
Total.....	490	497,497	481,415	16,082	3.3

<sup>1</sup> Decrease indicated by a minus sign.

—HENRY G. BADGER.



# Alcohol

## How changing liquor laws revive a teaching problem

**T**HE CHANGE which has come to pass in majority opinion concerning the public sale of alcoholic beverages brings with it some modification of attitude in regard to education concerning the effects of alcohol. There has been, during the past decade, need for schooling along this line, for alcoholic drinks have not been absent, but the legalization of their sale places a stamp of public approval upon them which alters the situation decidedly.

Instruction concerning the effects of alcohol will be no new addition to the curriculum, for in all but two States it is required by law. Most of these laws date back to the decade between 1880 and 1890, when a wave of legislation on this subject swept the country. The first State to act was Vermont, which in 1882, added to the branches to be taught in its public schools "elementary physiology and hygiene, which shall give special prominence to the effects of alcoholic drinks, stimulants and narcotics, upon the human system".

By 1890 all but 10 States and Territories had passed laws on the subject, practically all of which were mandatory. In 16 States the subject was to be studied by "all pupils in all schools". Whether it was to be studied every day was not made clear. In 21, it was to be taught in the same manner and as thoroughly as other subjects, and in 29, teachers unprepared in this field of knowledge were not to be permitted to hold certificates. Textbooks adapted to both elementary and high-school grades were soon forthcoming. In some States the number of pages, or the proportion of pages, to be devoted to this subject in the textbooks was prescribed, and Mrs. Mary H. Hunt, who seems to have been the chief activator of the movement, recommended as "none too much", four textbook lessons in physiology and hygiene (with due reference to the effects of alcohol and other narcotics) for 14 weeks of the school year, from the beginning of the fourth year of schooling through the first year of high school, or 240 lessons in all. Then, as now, the school course was "overcrowded" and such persistent instillation of truth along this line was rarely, if ever, carried out. In fact these laws, like some more recent ones, were not always fully obeyed either in letter or in spirit.

Many of the laws of the eighties have been revised in more recent years and all but two of the States, or then Territories, without them, have add-

By JAMES F. ROGERS, M.D.\*

**Return of the 10-cent glass of beer in Florida, with special legislation passed by the State House of Representatives, enriches the revenue coffers for school purposes \$2,000,000 a year in this State. The schools get tax levies of one-half cent a pint, an annual license fee of \$250 from manufacturers, \$100 from wholesalers and \$15 from retailers.**

ed such laws to their statutes. The most recent change is in the law of Indiana, which this year specifies that the textbooks on physiology and hygiene for grades 4 to 8 must include material on the harmful effects of alcohol and narcotics and provides for the suspension of licenses of teachers failing to teach this branch.

The Bureau of Prohibition of the U.S. Department of Justice published in 1931 a digest of the State laws entitled, "Alcohol, Hygiene and the Public Schools," to which those interested in such legislation are referred. In that publication attention is called to the fact that 13 States have set aside one day each year as Temperance Day, "when, to the exclusion of all other school work, for a period of from one to three hours a standard program is presented, carried out by pupils of all grades, summarizing the teaching of the year and asking pupils to present in different forms their conclusions as to the effects of alcohol and narcotics on the human system."

The sweep of legislation mentioned is all too indicative of the amount of intemperance which prevailed a half century ago and of its dire effect upon both the individual and society. A still more for-

cible reminder of the evils of intemperance is the character of much of the material used for instruction on the effects of alcohol. Many of the statements made orally, or by book, to school children were, to say the least, highly exaggerated, but they were exaggerated because of the strong feeling back of the teaching which led to more than mere bias. The instructor meant to teach only what was abundantly proven, but statements without foundation crept into the lesson. The exhibition of extreme examples were too common and must often have had the effect of producing skeptics rather than believers in the classroom.

The educators were not wholly to blame for what they taught, for there was, at the time, considerable dearth of sifted knowledge on the effects of alcohol. Experimental pharmacology now furnishes a better foundation of facts, and we have in recent years such sane presentations of the subject as that of the British Medical Research Council, 1924, the more recent symposium, "Review of the Effect of Alcohol on Man" (Victor Goelances, 1931), and "Alcohol and Man" by Haven Emerson and others (The Macmillan Company, 1932). We have better material for teaching the physiological and psychological effects of alcohol but that on the social and economic features of the subject will hardly need revision. The example of the greatly diminished use of alcohol in medical practice is also a help to the teacher.

Always the teacher has the perplexing problem of warning against daily practices permitted by law and established in some quarters by custom. It is difficult for the child to understand why the doings of some "very good people" should be considered unwise or harmful.

Perhaps, as in all subjects bearing on human behavior, the presentation of the use of alcohol from the historical standpoint places the student in the best position to weigh the value of the information he receives. The trend for a long time has been decidedly and rapidly toward temperance for the reason that there are better things to do nowadays than to benumb one's nervous system or derange his judgment. It is the first purpose of education to arouse in the child the desire to be his best and to do his best and certainly there is little evidence that alcohol has been helpful toward attaining the "good life." It is much more useful in helping us to forget life.

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**CAPITOL BEER SEEN**

Headlines herald the return of a difficult teaching task.

\* Consultant in Hygiene—Office of Education, U.S. Department of the Interior, Washington, D.C.

# Why Teach Home Economics?

**T**HIS QUESTION is being asked all over this country at the present time. Reduced budgets for public schools have sharpened the need for examining every school activity to see whether it pays its way in value to the children. To do so it must help them learn new and better ways of living, must really make a difference to them. The question becomes, then, "Does home economics as taught in the schools make a difference to people in ways that are important?" Let's see if it does.

The first home economics teacher I ever knew taught in a small consolidated school in Iowa. The first week of school she took her little Brownie kodak to school and took a picture of each girl in the clothing class. The pictures were finished and admired and forgotten, as the problems of selection of materials, of design, of color, and of appropriateness engaged the girls' attention along with making various garments. But toward the end of the year, all unannounced, the kodak went back to school and more pictures were taken, for it was the theory of the teacher that the study of clothing ought to make a difference—in fact, a visible difference—in her students. The pictures of before and after taking were exhibit A to prove her theory.

## Problems

Not all the things that boys and girls study in school can be shown to have such immediate effects in changing their ways of thinking and behaving. But home economics, more than many other fields of work, consists of problems that are worth solving right now: Selecting and preparing foods, keeping accounts, planning schedules, furnishing their own rooms, buying and making clothing, and taking care of children. Such studies provide opportunities to try new things, to invent, to develop one's own taste, and in some cases to look ahead to remunerative employment. These are what we may call "here and now" values; they are presents to take home from school every night, to be enjoyed by the owner and shared with other members of the family.

But important as these values are to boys and girls, they are not enough. They are only half—the receiving half. Those who have so generously received must pay back to the community as adults by meeting the problems of earning a living, making homes, caring for their children, sharing in the community's social and civic activities better than they

By BESS GOODYKOONTZ \*

would have done without this training. This paying one's debts to society is part of growing up.

## Helping parents

Does home economics as it is taught in the schools help grown-ups to meet these grown-up problems? Let's see what some of them are:

One of the most serious which hundreds of thousands of families are facing right now is that of keeping the family well fed, clothed, and housed in spite of greatly reduced incomes. The buyer must know her calories and food values, her clothing materials, and make-over possibilities to cut operating expenses to fit reduced incomes these days. Having some left for insurance, savings, and emergencies is another puzzle. Home economics shows how to do it.

A second set of complications to be faced by families, and particularly by the home-makers, is that produced by our rapid change from a nation of country people to one of city folks. Fifty years ago 70 percent of our people lived in the country; now more than half of us live in towns or cities. More people are working in offices; more people are living in apartments; fewer people have yards and gardens; fewer children have chores to do; more people eat in restaurants and buy their clothes ready-made. Housekeeping is different, and adjusting is painful. Home economics is a course of training in how to adjust to new conditions.

The last decade presented an acute problem to all buyers of goods—and, of course, we all belong to that class. Factories and mills produced things so fast, inventors thought up new things so rapidly, that everyone who had something to sell started a campaign to persuade us to buy—right away and more than we could afford. They were called "educational campaigns," and as a general thing we were no match for them at all. We gave up and found ourselves with things we couldn't afford and couldn't excuse. The real educational campaigns are going on in home economics classes, where prospective buyers are learning to stop, look, and sample before they buy.

## The big problem

Just one more problem that belongs not only to parents but to all adults who deal with children is that of knowing how to get along with the young generation. Our theories of how to bring up children have changed as much as have our food habits.

In courses on child care and training, home economics attempts to help parents and prospective parents in understanding these relationships.

These are only a few of the problems which present-day homes are facing, but they are enough to show that in helping to solve them, home economics is real home-making education. And the whole school program can help with it. Budgeting is part of mathematics, home furnishing and decoration may be studied in art, textiles in industrial arts courses, and food values in health instruction. Besides the separate home economics classes in which all these elements are woven to give them added emphasis, home-making education begins down in the lower grades when little children build play homes, and extends on through high school and college, into night schools and study clubs and classes of home-makers who missed this instruction when they were in school but now want it very much.

And when all of the arguments are in, and the credits are all counted up, that is the answer to the question we started with: Why should we teach home economics in the schools? And the answer becomes a sort of measuring stick for all school subjects: We should teach home economics because it makes a real difference in the lives of the students.

## PARENT-TEACHER CONGRESS MEETS IN SEATTLE

COMMUNITY STANDARDS necessary to meet present conditions of health and safety, for the social development and protection of the child, for adequate financing of school education, and to encourage cooperation of character-developing agencies will be emphasized at the thirty-seventh annual convention of the National Congress of Parents and Teachers in Seattle, Wash., May 21-27. The central consideration will be "The child and his community." A dramatic presentation of the parent-teacher organization in its national, State, district, council, and local aspects will be an outstanding feature.

## COURSES FOR PARENTS

WISE SPENDING OF MONEY for food, clothing, and other family needs are now taught in the home service institute of Teachers College, Columbia University. Sixteen short courses designed to help parents meet problems of present-day life are now being given by the regular college faculty. There is a nominal registration fee of \$2 per course and no prerequisites or requirements of any kind.

\* Assistant U.S. Commissioner of Education, in N.B.C. radio address for N.E.A. hour, March 26.



# Earthquake

## One may shake your school—Are you ready?

**W**HAT would happen if schools in your community were shaken by an earthquake?

This question is not addressed particularly to West coast readers of *SCHOOL LIFE*. It is addressed to every educator in the United States.

One of the most violent earthquakes on record took place near New Madrid, Mo., in the middle of the Mississippi Valley. Slight shocks have been experienced in practically every State in the Union. No region is immune. Our earth is not as solid as it looks. It experiences about 30,000 earthquakes per year, or approximately 2 per minute.

In the opinion of experts, the longer a region is quiet, the more serious may be the quake if one comes.

Americans, the Japanese frequently say, are lucky with earthquakes.

Anyone who has seen photographs of southern California schools that collapsed in the March earthquake recognizes the significance of the Japanese comment. The great Tokio quake of 1923 which occurred near noon cost about 150,000 lives. The Long Beach earthquake occurred shortly after 5 o'clock when children had left school.

Seeing pictures of ruined schools ought to make every superintendent, principal, and school-board member think. It ought to make cold perspiration come out

on their foreheads. It should give them such sinking feelings in the pits of their respective stomachs that each would immediately ask himself, "Have I taken precautions to protect the children and property under my control from danger in case of earthquake?"

To answer this question four items must be examined:

1. Would the school buildings already built resist an earthquake?
2. What requirements should be asked by architects and builders in making new buildings earthquake safe?
3. Can any other precautions be taken to save life?
4. What about insurance?

Space permits only partial answers to these four questions.

"If inhabitants will heed nature's warnings," reassuringly declares Prof. Stephen O. Taber, earthquake authority, "and take proper precautions in the location and construction of buildings and other structures, earthquakes are not likely to do much damage."

"Proper precautions" have been summarized by John Ripley Freeman, former president, American Society of Civil Engineers.

"A thoroughly well-designed and well-built factory, warehouse, office building, or hotel, built of reinforced rock-concrete

around a rigidly braced steel frame, 8 stories in height, built upon soft or mobile ground will safely resist, with only minor fractures, an earthquake shock as violent as any that has ever occurred in the United States or Canada.

"Thoroughly well-designed and well-built wood-frame dwelling houses on good foundations will rarely if ever be injured to a much greater extent than cracking of plaster and toppling over of tops of chimneys.

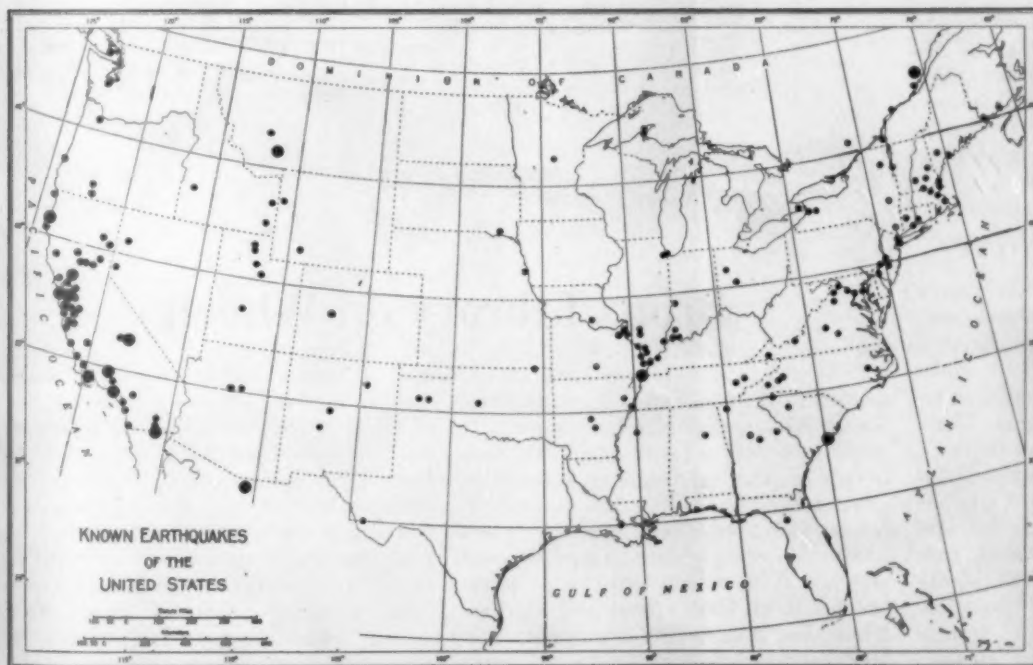
"Structures of cement blocks, although only one or two stories in height, are likely to be badly shaken apart and their walls thrown down, as also are buildings of rubble stones laid up with weak mortar.

"Ordinary brick veneer on wood framing is shaken off by earthquakes of relatively moderate intensity. Hollow tile walls and partitions, also ordinary brick chimneys, and ordinary brick gables are among the first parts of a building to be damaged."

For more detailed answers to items 1 and 2, the reader is directed to "Earthquake Damage and Earthquake Insurance", by Mr. Freeman, published by McGraw-Hill, New York. It contains, among other useful information, a table (p. 627) showing probable ratio of loss on various types of buildings in a full strength quake. It reports the experiences and

lessons to be gained from the San Francisco, Charleston, Santa Barbara, and numerous other earthquakes. Pages 551-555 report Italian building ordinances designed as precautions against earthquakes.

What can a superintendent do to guard against loss of life? Earthquake drills are common in some sections. In the opinion of Commander N. H. Heck, head of the seismology division, Coast and Geodetic Survey, earthquake drills are helpful only for morale purposes. In the March earthquake West coast buildings were shaken down in 12 to 15 seconds. Managua in Nicaragua was destroyed in 7 seconds. If a building is not constructed



Courtesy Coast and Geodetic Survey

Large dots indicate major earthquakes

Turn to p. 177

# Tabloid History of Education

**I**N THE WASHINGTON Education Journal for February, Supt. Charles E. Cone, of Ephrata, presents a "Tabloid History of My Own Time." Like Lytton Strachey, Francis Parkman, and Frederick Lewis Allen, Mr. Cone has blazed what seems to be a new and inviting path in history telling. Following is but one section of his tabloid account, "Educational History Since 1892." In the same vein he reports medical history, literary history, political history, and advertising history. "Dates and events are not important," Superintendent Cone declares.

## Educational history since 1892

Hickory sticks	The Winnetka plan
Vertical writing	The Dalton plan
Six-month schools	The contract method
Barnes history	Character training
Herbartian steps of learning	More and better football
Discovering of adolescence	Bigger and better bond issues
Manual training	Integrated personalities
P. T. A.	Vocational guidance
War fever	Masters theses
Behaviorism	Counseling
Phonics	Assistant superintendents
Standard deviation	Thousand-dollar institute speakers
Measurements and mental tests	Taxpayers' rebellion
Classification of the sheep and goats	Bankruptcy

## EARTHQUAKE AN OPPORTUNITY

"HOMEMAKING EDUCATION suffered no set-back in southern California because of the earthquake," according to a letter received in the Office of Education. "In fact, it welcomes the opportunity of using the home as its chief laboratory. We gather the pupils together for two hours each afternoon in the junior high schools, give assignments, receive written work, take roll, and send them home until the next afternoon. It is good for teachers to see their assignments in print."

This practice was used in other subjects. A copy of a school paper from Los Angeles carries three pages of class assignments in physical science, social science, foundry, biology, language, English, commercial subjects, home economics, photography, drafting, and shop courses.

—EMELINE S. WHITCOMB.

## VIRGIN ISLAND INSTITUTE

FOR THOSE TEACHERS who are especially interested in the organization of an educational program to meet the needs of a racial or national group, the summer institute of the Progressive Education Association to be held at St. Thomas, Virgin Islands, offers an unusual opportunity.

Outstanding teachers from progressive schools in the United States will give the courses in the summer school and also conduct the demonstration classes, thus linking in a practical way the theory and practices of progressive education. Courses completed in the Virgin Islands summer institute will be accredited by a number of the leading teacher training institutions in the United States.

The student group from the United States will sail from New York on July 1st and return on September 5th. The

summer program is unusual in that it offers the combination of a delightful sea voyage, a visit to Puerto Rico and the island of St. Thomas, and professional training of outstanding merit.

Further information may be obtained from the Progressive Education Association, 716 Jackson Place, Washington, D.C.

## TEACHING CONSUMERSHIP

CONSUMING AND DISTRIBUTION, not production, are the major problems of our age in the opinion of many. Therefore, it is interesting to discover that the New School for Social Research of New York City is offering a course for consumers. D. H. Palmer of the staff of Consumers Research is the instructor.

"The course," the announcement says, "will deal with consumers' services and commodities by brand name and in specific terms. Its primary object is to consider the quality, utility, and price of goods on the basis of scientific data."

Some of the lecture topics: Responsibility for the consumer's ignorance, paying for price tags and packages; the danger of waste of defective electrical appliances; dependability of present sources of information; the measure of government protection; the consumer his own ultimate defender.



Courtesy New York public library

## Bronx Library on Wheels

"HERE COMES THE LIBRARY" is a familiar expression in New York City these days, for the New York Public Library recently put into service a brand new 2,000-book library on wheels. The latest automotive pride travels mainly in the Bronx. It has scheduled stops daily on street corners and outside of certain school doors to greet children at dismissal, and invites to its shelves, in all kinds of weather, children, adults, and even the blind, who find regular branches of the city library not readily accessible. The "book traveler" is equipped for sleet or snow. Books are

charged from a small compartment beside the driver's seat, and those returned are received in the rear, although selections may be made from the street as well as inside the ultra-modern truck, which measures 29 feet long, 7 feet wide, and 9 feet high. When the "librachine" is ready for readers its sides are extended 13 inches, and the roof, equipped with a skylight, is raised about one foot. This unique library has registered about 8,000 borrowers. Anyone holding a card of the New York public library may take books from it.



# Teacher Education Aims

By W. E. PEIK\*

**T**HE education of teachers in universities, colleges, and junior colleges is never the sole function of these institutions. The university is a community of colleges or schools, such as liberal arts, law, engineering, medicine, and agriculture, each of which has within itself a unified purpose. In the university there is also found the school of education which functions usually, as do the other vocational units of the university, at both the undergraduate and graduate levels. It prepares for most types of teaching, supervision, and administration in education, just as other units of the university tend to bring together preparation for various types of specialization in other professions. Most of the 105 schools or colleges of education are located in universities and have a professional purpose. It would appear that all preparation of teachers in universities should be assigned to them.

The independent college of liberal arts emphasizes general education of four years, typically providing in the last two years such specialization through the choice of majors or minors as serves the special interest and sometimes the future work of the student. The institution itself does not usually wish to function as a finishing school for vocations in which highly technical training is demanded. Where general background is a large part of what is needed in professional or vocational training, students actually can select certain advanced courses which do provide in a sense directly helpful background for entering some vocations immediately upon graduation. This is done in business, in journalism, and frequently in music. It is done in teaching more extensively than in any other field. There are altogether about 485 institutions, not counting normal schools and teachers colleges, which have departments of education, most of which are in independent colleges of liberal arts and in junior colleges.

The percentage of liberal arts college graduates who go into teaching, according to Meyer<sup>1</sup> in the study cited, has risen from 18 percent in 1900-1904 to 45 percent in 1925-29. The data of the survey show that typically the independent colleges of liberal arts are meeting minimum State requirements. They have provided courses in education, teacher's courses in the teaching fields, practice teaching and observation facilities—sometimes

not well supervised, to be sure—almost as universally as do the teachers colleges, and the current trend is the rapid development of these facilities rather than the elimination of teacher education. A number have added special schools of education just as some have schools of music. The college has thus been moving steadily toward the professional education concept. It is equally evident that the teachers college has largely adopted the pattern of the liberal arts college for its 4-year curricula. The major differences are a somewhat stronger, but not much stronger, emphasis upon education; a little less preparation in pure subject matter of the major; and use of campus training schools instead of local public schools for student teaching. The two types of schools, so far as the exterior pattern of the education of 4-year high-school teachers is concerned, are moving toward each other rapidly and in a number of respects have almost met.

## Levels

A wide study of the attitudes of academic instructors, special-subject instructors, administrators, and education instructors in teachers colleges as well as in liberal arts colleges and universities revealed that these respective groups in teachers colleges, liberal arts colleges, and universities think much the same on curriculum issues pertaining to the education of teachers. Similarities of attitude are much more characteristic than differences on most proposals based on issues. It would thus seem that since the education of teachers concerns all departments, they should co-operate rather than accentuate minor differences.

Under these conditions of majority agreement of academic, special subject, administrative, and education groups on the issues, the tense feeling which exists here and there to the detriment of the education of teachers and the fear of each to cooperate with the other should be eliminated. Faculties should combine on the best possible program that the institution, working cooperatively throughout all departments, can provide.

One procedure for the liberal arts college seems advisable because of the conflict of general education objectives with the professional objectives in teacher education. Each institution should decide definitely and formally by administrative or faculty action whether or not it chooses to educate teachers in a vocational sense and what kinds of teachers it wishes to prepare. If it decides to educate teachers, it should select definitely one of the following levels:

1. A partial but not a complete preparation of teachers for certification is undertaken during the undergraduate years. In this case only certain general professional courses like general psychology, educational psychology, general principles of secondary education, introduction to education, or history of education might be offered during the third or fourth year. There is also definite provision to suit the content of the major and of the minor field to the broader actual needs of 10 to 15 secondary teaching fields than the content of many study majors such as 25 to 50 specialized departments will provide. Specialization of prospective teachers in non-teaching fields is prevented. The students are sent to professional schools for teachers to complete their preparation during a fourth or fifth year. Cooperative relationships to take care of such students can be made.

2. Complete preparation of certain types of teachers for certification is attempted in a four or five year program. The necessary general and technical courses in education are provided. Proper broad majors and minors which take cognizance of the special needs of teachers are offered. Proper guidance is given. Adequate observation and practice teaching facilities are offered. A strong education department is built up and given opportunity for effective participation on curricular matters pertaining to the educational needs of teachers, and for contacts with public schools and State departments of education.

An institution which formally sets out to prepare teachers in part or entirely should enter into the program wholeheartedly. The serious opposition of those who believe in no other preparation for teaching than a general liberal education, the cold attitude of mere tolerance toward definite professional education for teaching, or the antagonism of a few, sometimes openly expressed to students, tend to prejudice students against a profession they should learn to respect, and later causes employing school officials and State departments to view critically the institutions from which they come. Happily the evidence to the writer, who in the last year has visited 30 colleges and universities, is that this sort of thing is disappearing. No type of institution possesses an exclusive option upon the education of teachers and there is now no scientifically conclusive evidence in favor of any group as such. In the future, increasingly, the professional efficiency and the professional attitude of graduates will more and more decide where better-trained superintendents who demand competency will go to get their teachers and what institutions State departments will accredit for teacher preparation.

<sup>1</sup> See April *SCHOOL LIFE*, "25 Educational Aims of Universities and Colleges in the United States," by W. E. Peik. This is a continuation of the same article, based on findings of the National Survey of the Education of Teachers.

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The general and distinctive characteristics which should no doubt apply to any institution educating teachers should be:

1. Ability to secure for the teacher a well integrated, functional, general education in all major fields of human knowledge with special emphasis upon social studies and in them upon social, economic, and political problems of to-day; also upon literature, English, the fine arts, biology, the physical sciences, health, and recreation. Traditional requirements in foreign languages or in mathematics may in a changing civilization need less emphasis for the teacher who does not major or minor in them than social studies, fine arts, literature, and the other subjects just mentioned, if there is no time for all during four years of preparation.

2. Ability to give thorough but broad preparation in the subject matter of the fields in which students plan to teach.

3. Provisions for adequate and carefully supervised practice teaching or demonstration in a situation characteristic of better practices in the region where he is likely to teach, where superior critic or supervising teachers are in charge and student teaching is supervised and adequate.

4. Provisions for the professional treatment of the fields of teaching. This may be done by several plans: (a) Professional treatment of subject-matter courses as is now attempted in some teachers colleges; (b) professionalization of the teaching fields in separate courses concerned alike with content and method. This plan is probably best suited to colleges; (c) possibly a combination of a and b.

5. Unity of purpose with wholehearted cooperation of all departments concerned in the education of teachers to secure the optimum curriculum and to secure for the prospective teacher a sympathetic and wholehearted professional attitude toward her work.

6. A real program of selection involving careful admission of prospects to professional courses, the progressive elimination of the unfit, and final recommendation of the adequately qualified only. Those recommended must possess high qualifications in scholarship, in teaching and social personality, and in character. *They should not be lacking in any one of these.* Institutions can no longer avoid the responsibility of careful selection, elimination, and responsible recommendation.

7. Organization of the content of major and minor fields of concentration to meet public-school teaching needs.

8. Adequate orientation in education and educational psychology.

These, it seems to the writer, are minimum essentials which the profession of teachers should ask of any institution whether it be teachers college, normal school, university, college, or junior college. They are essentials which universities and colleges are in position to supply if they will.

## Education of Business Leaders

*American business leaders have been put under the research microscope by Professor F. W. Taussig, Harvard University, in a book recently published by Macmillan Company, New York City. What Professor Taussig found about the educational history of 7,371 business leaders is included in the review written by Waldo C. Wright for Trained Men. With permission SCHOOL LIFE reprints the section relating to education.—Editor's Note.*

ANALYZING the schooling of American leaders shows that 25.7 percent completed grammar school, 28 percent finished high or a preparatory school, 13.4 percent entered college but did not graduate, 31.9 percent graduated from college. One percent reported no schooling. Faced with these figures the authors believe they are not warranted in concluding that any one educational attainment may be identified with business success. Somewhat startling is the conclusion that almost 45 percent of our business leaders had no college training. Compared to the men listed in *Who's Who* where college graduates represent 63.7 percent, the number among this group of business men is unduly low. A breakdown of these figures indicates that the number of college graduates is increasing among the younger men. While for the men between 60 and 69 years of age, it is 20.8 percent, for the leaders in the age bracket 35 to 40 it is 42.5 percent, a doubling within 35 years.

### College men at top

Among the executives who head our largest businesses, however, the proportion of college graduates is almost as large as the combination of those who have finished high school and grammar school. "An unmistakable positive relation thus appears between degree of school and degree of business achievement, in terms of size of business." No clear relation appears between the nature of position as considered independently of size of business although "the more responsible the position, the more largely do college graduates tend to be employed." Certainly the proportion of college men in the higher business brackets reflects the effect of business training. The indicative conclusion is that "Generally speaking, individuals able to survive the process of educational selection to the point of graduating from college are superior to those leaving school at lower stages. College men do well because they have industry and willingness beyond the average."

The age differential in favor of college men ranges from 2.5 to 5.6 years and is increasing annually.

Data on formal business training shows little relation to business success except to speed up the time of achievement 3 to 4 years. Some 70 percent of these leaders reported no formal business training, although men under 40 prefer taking this training through college or correspondence courses. Seventy percent of our leaders have had no formal business training. Some 3.5 percent received this type of training by correspondence courses, 5.6 in public schools, 12.9 percent in private business schools, 7.3 percent in colleges.

The generation which entered business 30 years ago could and did attain success without formal business training. At that time business training was naturally secured "on the job." Considering only the group over 40, a study of the main occupational classes shows that the sons of laborers make up only 10.8 percent as a group, while the sons of business men embrace 30 percent of our leaders. But divided by size of business, there is little difference in the proportionate number. For the largest businesses, sons of laborers and sons of business men are both exactly 13.7 percent of the executives in that group. A difference shows up in importance of positions held. While sons of major executives attain 54 percent of the jobs of chief executives, sons of laborers hold but 41.1 percent.

### 5,000,000 TESTS

THE REPORT of the President's Research Committee on Social Trends recently published says the use of mental tests and measurements in our schools has been greatly increasing. A leading publisher sold less than 500,000 intelligence tests in 1920-21, but more than 5,000,000 tests in 1930-31.

Findings of the Federal Office of Education research in the school tests and measurements field are available to school people.

### FOR BETTER SCHOOL BUILDINGS

"PROPERLY CONSTRUCTED school buildings are more economical than those that are poorly constructed and arranged," says Charles A. Lee, Missouri State superintendent of schools. "Children are required by law to attend school, and the State and local district are obligated to see that each child has an opportunity to attend school in a building that is arranged to protect the lives and health of the pupils," he declares. "Schoolhouse Planning and Construction," by Superintendent Lee and N. E. Viles, Missouri director of school-building service, is the latest report on school-building construction reaching the Office of Education.



# Goodwill Day—May 18

By JAMES F. ABEL\*

**O**N GOODWILL DAY—the Welsh folk call it “Ddydd Ewyllys Da”—May 18, out from the children of Wales the credo given on this page will wing its way by wireless to the other children of the world. The Welsh children, working together in their schools and homes, have made up this short message, strong in its simplicity and directness, to ask children of every race and creed, of every tongue and country, to join with them in a common hope for and faith in peace for all mankind.

Twelve years ago this friendly, neighborly deed, made possible by science, which, like childhood, knows no national boundaries, was first done. Each year the message has spread wider and each year the answers to it have come from more children in more lands and have been more generous in thought until the Goodwill Day celebration has become almost an international rite. Greetings flit from country to country in Welsh, English, French, Italian, German, Spanish, and other languages.

“Gyda'r ffydd honno a all  
symud mynyddoedd fe newidir  
y byd gan ein meddyliau”

says the Welsh child, and his little English cousin hears it to be:

“With the faith that can re-  
move mountains our thoughts  
will change the world.”

To the German boy or girl, whether in Germany, Austria, or the many other places on earth where Germans have their homes, it becomes:

“Durch den Glauben, der  
Berge zu versetzen vermag, wer-  
den unsere Gedanken die Welt  
umwandeln.”

To move the mountain is a familiar thought in Italy and here, too, the children will use it:

“Con la fede che muove le  
montagne, i nostri pensieri mute-  
ranno il mondo.”

Perhaps that age-old way of describing great faith in the homely picture of moving mountains is not so common in Spain and the countries that owe their language and culture to Spain, for there the children will speak in terms of having faith the one in the other:

“Tengamos confianza los unos  
en los otros y transformaremos  
el mundo.”

In the minds and on the lips of the French children, too, that will be the thought, but more in the form of a rallying cry:

\*Chief, Foreign School Systems Division,  
Office of Education, U.S. Department of the  
Interior.

## DDYDD EWYLLYS DA

Mai 18, 1933

*Twelfth annual wireless message  
to the children of the world*

Boys and girls of all nations, we, the children of Wales, once again warmly greet you on Goodwill Day.

In this springtime of 1933 there are, all over the earth, millions of children who are unhappy because their fathers and brothers have no work to do. We do not know why there should be so much sorrow in a world which is so beautiful, and so much want in a world which is so rich.

We believe that this would not happen if all the nations to which we belong would live and work together as members of one family, trusting each other and enjoying together the riches of the earth. We believe, too, that by our thoughts we can help to bring this new spirit into the world.

Let us then on this Goodwill Day, millions and millions of us, unite in one great thought of peace, peace between the peoples and peace between the nations. With the faith that can remove mountains our thoughts will change the world.

“Ayons foi les uns dans les au-  
tres, et nous transformerons le  
monde!”

Doubtless the children who voice in any language the ideals of the message will not know or care that May 18 is the anniversary of the opening in 1899 of the First Hague Conference, the first official peace conference to be held in time of peace. But they can be led to feel the thrill of companionship and fellowship with other little folk the world over and that will surely have some influence on their actions when they have grown to be men and women.

To help bring children in schools and homes all over the world into this community of thought so that they may hear and reply to the message, the World Federation of Education Associations has arranged to broadcast internationally through the National Broadcasting Company's network, on Goodwill Day between 1:30-2:00 p.m., Eastern standard time,

from its headquarters in Washington the following program:

Song: Dear Land of Home . . . Sibelius  
*By the Inter-High School Chorus*

Explanation of Goodwill Day:  
Dr. A. O. Thomas

Goodwill Messages:

The Children of the United States  
The Children of Wales  
The Children of the Spanish-American Republics  
The Children of French-speaking peoples  
The Children of German-speaking peoples

Address: The U.S. Secretary of State

Song: Send Out Thy Light . . . Gounod  
*By the Inter-High School Chorus*

Schools and homes throughout the United States are invited to arrange for children to hear the program and join the ceremonies intended to make for better international feeling.

## BOOKS ON WORLD AFFAIRS

COLLEGE OR PUBLIC LIBRARIES now may procure World Peace Foundation books for whatever amount they can afford to pay. The trustees of the World Peace Foundation have adopted this way of making timely and authoritative information concerning world affairs available to libraries, educators, writers, speakers and individual citizens in this time of crisis. Foundation books, regularly ranging in price from 50 cents to \$5 per copy, included in this honor system plan are: “Nicaragua and the United States,” Cox; “Investments of U.S. Capital in Latin America,” Winkler; “The Pacific Area,” Blakeslee; “United States and the World Court,” Jessup; “The Reparation Settlement,” Myers; “Handbook of the League of Nations,” Myers; “International Control of Aviation,” Colegrove; “Soviet Planned Economic Order,” Chamberlin; “The World Court, 1921-1931,” Hudson, and “World Disarmament: Its Problems and Prospects,” Myers. The application forms may be procured from the World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

## WORLD FEDERATION MEETING

APPROXIMATELY 200 educational organizations affiliated in the World Federation of Education Associations meet this year July 29 to August 4, in Dublin, Ireland. This fifth biennial conference of the federation will bring together teachers of practically every country. Plans have been made for those who take either pre-convention or post-convention tours to have opportunity for credit study in Germany, France, and England. For further information write to the general office, 1201 Sixteenth Street NW., Washington, D.C.

# SCHOOL LIFE

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Editor - - - - WILLIAM DOW BOUTWELL  
Assistant Editors - - - - (MARGARET F. RYAN  
JOHN H. LLOYD)

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MAY 1933

## OFFICE FACTS QUOTED

To DRAW a vivid picture of education in the United States in the final report of the President's Research Committee on Social Trends, Dr. Charles H. Judd, director of the school of education, University of Chicago, used many Federal-Office-of-Education-collected facts and statistics.

Dr. Judd's chapter of the report, available from the McGraw-Hill Book Company, New York City, covers a wide range of discussion, the topics including curriculums of schools and colleges, problems resulting from rapid expansion of education, training of teachers, the problem of supplying teachers, improvements in methods of teaching, educational administration, Federal participation, health, religion, finance, control of private institutions, athletics, military training, and scientific studies of education.

The investigations into shifting social trends of the first third of the 20th century were carried on by 50 leading authorities in various branches of social science. The full report consists of 29 chapters.

## CITIZENS' COUNCILS

THE RECENTLY HELD Citizens' Conference on the Crisis in Education set forth 40 principles to aid in holding aloft our Nation's standard of education. This assembly in Washington of the country's leading educators and other public men deemed it advisable to include the following paragraph in its declaration of policy:

The peculiar position of public education in our democracy, supported and guided by local initiative and directly accountable to it, suggests that there should be set up in every locality councils broadly representative to mobilize and clarify public opinion in order to deal more generously and wisely with the present crisis in education.

A number of communities have already organized local committees or councils to

discuss present-day problems of education and other public services. Doubtless much good has already resulted. Many of our large cities could well follow the plan of Baltimore, Md. In this city the school board recently enlisted a group of citizens, divided into committees, to study workings of the public school system, and report on how it can best adapt itself to the exigencies of an increasing demand for its services and a much-curtailed income with which to perform them.

## Spring Plowing

The farmer  
Plows laboriously.  
His clumsy, brown team  
Breaks the fresh, damp earth  
Into a freedom  
For the earthworms.  
Greedy, his white chickens  
Follow him,  
Cackling,  
Gobbling the earthworms.  
Farmer, brown team,  
White chickens,  
And tunneling earthworms  
All help with the first  
Spring plowing.

## A Miracle

One tiny bud  
Tucked inside a twig  
Bursts into  
A blossom!  
One pinky blossom  
Withers, falls,  
Dies, to leave room  
For an apple!

RACHEL BLUMBERG

Rachel Blumberg was a student in the eighth grade at the Sarah Scott Junior High School, Terre Haute, Ind., when these poems were written. She is the daughter of American born Jews; her mother is of German and her father of Russian descent. Her home is in the country and all her poems have been colored by her life there. She hopes to do work later in the field of art or literature. "Spring Plowing" and "A Miracle" are reprinted from *Young Voices*, volume II, an anthology of Scott Junior High School poetry, edited by Miss Georgia A. Brewster. Selected for SCHOOL LIFE by Nellie Sergeant.

## ABOUT SCHOOL LIFE

I HAVE BEEN a subscriber to SCHOOL LIFE for many years. Quite recently, however, I have noticed distinct improvement in set-up, content, etc. From being a mere Government bulletin it has become a live-wire, up-to-date education journal, and I think all teachers should have an actual copy of the publication itself laid before them.—Junior high school principal.

CONGRATULATIONS ON SCHOOL LIFE! It seems to me you have given this publication a new lease on life. In its present form it is interesting, readable, and timely. Your new cover also helps a lot.—Director, State bureau of statistics and research.

## SCHOOL MANAGEMENT IN NEW DRESS

SCHOOL MANAGEMENT, which made its bow last year in a pocket-size red dress, has changed its costume to gray and expanded to SCHOOL LIFE page size. Publisher George J. Hecht, who has helped to pilot Parents' Magazine to a wide and useful circulation, announces that the new School Management will consist chiefly of "digests" of the most practical, up-to-date and helpful information on the various phases of school management which appear in other magazines and publications. A number of useful departments have been introduced in the publication.

## OUR "FADS AND FRILLS" HAVE BEARDS

How LONG have the so-called "fads and frills" been taught in our public schools? According to the Patrons Bulletin, El Paso, Tex., school system, most of them are not a production of this year or last year. Their list follows:

Manual training.....	25 years.
Cooking and sewing....	Do.
Music.....	35 years.
Art.....	Do.
Athletics.....	40 years.
Playground supervision..	20 years.
School lunch rooms.....	18 years.
School entertainments..	Since beginning.
Debating, public speaking, essay writing.....	Do.
School libraries.....	20 years.
Vocational education...	25 years.
School nurses and health attention to pupils...	15 years.
Evening schools.....	Do.
Supervisors for instruction.....	20 years.
Military drill.....	40 years.
Kindergartens.....	30 years.
Special teaching of the defective, as deaf children.....	12 years.



# Which Books?

## Help for those who investigate before buying

By EDITH A. LATHROP \*

**A**RURAL school teacher has earned ten dollars for the purchase of library books and asks for a list from which she may make a good selection.

The head master of a boys' school wants information regarding book lists suitable for boys from 8 to 14 years of age.

Fire has destroyed the school house and all its contents. The local parent-teacher association has raised \$500 to buy library books. The principal writes for suggestions concerning the selections.

A State teachers' association is sponsoring a pupils' reading circle and the committee in charge of the project would like to know what book lists would be helpful to them.

These are typical of the inquiries addressed to the Office of Education for help in the selection of books for elementary school libraries. To meet these requests, information has been collected on sources of authentic book lists and other aids that are helpful to those responsible for the selection of books. Following is a list of sources to which a person may turn for help.

### States

Every State provides certain helps for those who are confronted with the problem of book selection for elementary school libraries. The most important of these are printed book lists, personal advice about children's books by those who are qualified to give it, and information on books for school libraries found in State educational and library journals.

Lists of books are issued from time to time, frequently in compliance with statutory provisions, by one or more of the following State agencies: 1. Departments of education; 2. Library extension agencies; 3. Reading circle boards; and 4. Institutions of higher learning (to a limited extent). A few of these State lists have been used as bases of selection in the leading catalogs of children's books. One of the best is, "List of books for school libraries of the State of Oregon." Part 1, Books for elementary schools and for country districts. Compiled by Anna G. Hall. Salem, Oregon State library, 1932. 231 pp.

"Books have been included only upon personal knowledge of their merits and after careful examination of all works which seemed to have any claim to consideration. Latest, best, and most durable editions have been selected and if one edition is expensive a cheaper one is usually added, though no inferior books are used." Publishers, series, editions, grades for which books are thought suitable, publishers' prices, prices to

\*Specialist in School Libraries, Office of Education, U.S. Department of the Interior.

Oregon schools and annotations are given. Books recommended for first purchase are starred. Separate author and title indexes. List issued in compliance with the laws of Oregon.

Some State departments of education and library agencies issue short printed or mimeographed lists designed to fit specific needs, for example:

Arkansas State Department of Education. Book suggestions for little children. (Mimeographed)

To make available the information collected for those asking what books to choose, the Office recently published Circular No. 69, "Aids in Book Selection for Elementary School Librarians." This circular lists aids mentioned in this article, together with numerous other helpful suggestions. Five cents for each copy up to 25 and two cents for each additional copy. Single copy free. Address: Commissioner of Education, United States Department of the Interior, Washington, D.C. (Check or money order. Stamps not accepted.)

Massachusetts State Department of Education, division of public libraries. Books in inexpensive editions. (Mimeographed)

New York (State) University. Recent fiction for boys and girls and Recent nonfiction for boys and girls.

North Carolina State Library Commission. What books not to buy.

School library supervisors may be called upon for aid. Ten States—Alabama, Indiana, Louisiana, Michigan, Minnesota, New York, North Carolina, Tennessee, Virginia, and Wisconsin—have such officials. Other persons in the States who are usually qualified to give advice in book selection are: Directors of State library agencies, supervisors of elementary education in State departments of education, and librarians and instructors (whose specialty is the elementary school curriculum) in institutions of higher learning which train elementary teachers.

### Local help

Several general principles of book selection should be considered if money expended for school library books is to be expended judiciously: 1. Do the books meet the needs of the curricula and

the reading interests of the children? 2. Are they the best that money available can buy? and 3. Are they suitable for the children's reading ages?

School and library officials in local communities are in a position to know the needs of the particular school for which the books are to be selected, and they know the resources of the public library.

Teachers know much about the recreational and vocational interests of the children. Supervisors are familiar with the books that the school should have in order to meet the needs of the curricula. Administrators know the subjects upon which books should be chosen to satisfy the extra curricular activities of the school, and they know the limitations of school budgets.

Most librarians know books better than do most educators. They are in a position to give educators much practical help in book selection. Some of the larger public libraries publish and sell lists of books for children. The following are examples of lists that are for sale:

Carnegie library of Pittsburgh. Catalog of books in the children's department of the Carnegie library of Pittsburgh. 2d ed. Pittsburgh, Pa., Carnegie library, 1920. v. 1, 464 pp.; v. 2, 332 pp. Postage only.

Includes about 3,300 titles; represents the joint work of the children's and the catalog departments. Vol. 1 contains author and title list; vol. 2, subject index. The annotations are descriptive and are for the most part written on the children's level.

"This list is not recent but it will be found helpful in buying standard and classic books, as special attention has been given to both treatment and editions of library classics."—Effie L. Power in "Library service for children", p. 57.

—Interesting people. 3d ed. Pittsburgh, Pa., Carnegie library, 1931. 16 pp. 5 cents.

Biographies of people about whom boys and girls like to read. Annotated.

Cleveland public library. Adventures with books; a list for young people. Cleveland, Ohio, Cleveland public library, 1929. 10 cents.

This list is designed for children of junior and senior high school grade level.

—Books for home reading; for third-grade children of the Cleveland public schools. Cleveland, Ohio, Cleveland board of education. 5 cents.

—Story book America. Baltimore, Md., Enoch Pratt free library. 1,000 copies, \$4.50; 500, \$2.50; 250, \$1.50. 10 cents a set.

A set consists of one list for each of grades three to eight, inclusive. Annotated.

Cleveland public library. Hobbies to ride. Cleveland, Ohio, Cleveland public library, 1930. 5 cents.

Includes books suitable for elementary school children on aviation, marionettes, handicraft, and other hobbies.

### Ask the A.L.A.

Every person responsible for the selection of books should know of the expert help that is available at the American Library Association headquarters, 520 North Michigan Avenue, Chicago, Ill. This association publishes book lists (including a monthly book list) at reasonable rates. It evaluates encyclopedias and other sets of books commonly sold by agents and gives personal advice.

Some A.L.A. book lists that every teacher should know are:

**Buest, Nora, comp.** A graded list of books for children. Compiled under the direction of a committee of the American Library Association, Anne T. Eaton, chairman. 1930. 149 pp. \$2.00.

This list of 1,250 books of general reading for children of grades 1 to 9, inclusive, has been prepared to meet the needs of both teachers and librarians. Arranged in three sections for grades 1-3, 4-6, 7-9, with the specific grades indicated for each book listed. Gives publishers, prices, series, editions, and annotations. Indexed by author, title, and subject. A revision of earlier lists compiled by school library committees of the National Education Association.

**A boy's book list.** 1928. 2 pp. 100 copies, \$1.35; 500, \$3.50; 1,000, \$6.00; 5,000, \$19.00; single copies free.

Companion list to "A girl's book list," compiled by the book evaluation committee, children's librarians section, American Library Association.

**A girl's book list.** 1928. 2 pp. 100 copies, \$1.35; 500, \$3.50; 1,000, \$6.00; 5,000, \$19.00; single copies free.

A small folder containing about 30 annotated titles compiled by the book evaluation committee, children's librarians section, American Library Association. Companion list to "A boy's book list."

**Subscription Books Bulletin.** Published quarterly, \$1.00 a year; single copies (including back copies), 35 cents each.

"This bulletin is prepared by a voluntary committee of the association which, with the aid of librarians and teachers, gathers all the facts it can regarding subscription books. Sets are examined, compared with other sets of similar content, checked for accuracy and reliability, and reviewed outspokenly . . . The high regard with which schools and librarians look upon Subscription Books Bulletin and the confidence with which they refer teachers and parents to its findings speak well for the service it renders." Each set is "recommended" or "not recommended."

Every person who is familiar with school library conditions throughout the country knows of the vast amount of money that has been spent in subscription sets which are worthless to the schools, and they welcome the opportunity of directing prospective purchasers of such sets to an authoritative source for evaluation.

"Before you invest, investigate," is a wise slogan. It applies to books equally as well as to stocks and bonds.

## Handicapped Children

**WHAT IS HAPPENING** to special schools and classes for handicapped children in the present period of economic depression?

In many places, in the struggle to keep the doors of general education open, they have become one of the first points of attack. Elsewhere the public has already become so convinced of their importance to the community welfare that they have suffered little or not at all in the slashing of budgets. From almost every State, however, comes a report of some curtailment of activities in this field.

Of 482 cities with a population of 10,000 or over reporting to an inquiry, 70 report elimination or serious curtailment of special facilities for exceptional children. Of 797 cities with a population from 2,500 to 10,000, thirty-seven report such eliminations. It is well to remember however, that of this latter group probably only a small proportion had ever had special schools or classes.

Forty-eight cities of the first class (100,000 or over) reported. Of these, 9 cities mentioned 14 eliminations or curtailments. Of 120 second-class cities (30,000 to 100,000) reporting, 28 had made 36 eliminations. Of 314 third-class cities (10,000 to 30,000) 33 had made 37 eliminations. Thus, in these three population groups, 70 cities reported 87 curtailments in special education for exceptional children.

### Specific curtailments

The specific types of curtailments reported are:

1. "Adjustment," "opportunity," or "special" classes, 58 cities.

These terms are most often used to refer to classes for mentally-retarded children, but in many cases they refer also to all children who are physically, mentally or emotionally maladjusted in the regular grades and who need the more individualized program of the special class.

2. Special classes for mentally retarded children only, 25 cities.
3. Speech correction work, 6 cities.
4. Open air classes for delicate children, 5 cities.
5. Special schools or classes for crippled children, 4 cities.
6. Home teaching for crippled children, 3 cities.
7. Special classes for deaf children, 3 cities.
8. Class for near-blind children, 1 city.
9. Visiting teachers, who help make adjustments for problem children through contacts with the home, 11 cities.
10. Special classes for delinquents or problem children, 2 cities.
11. Psychological clinic or child guidance for problem children, 3 cities.

In California 11 cities report some eliminations. In Illinois 10 cities make such reports, in Ohio 12. These are some of the States in which special education has made very favorable progress, and it

is to be regretted that any backward steps need to be taken at this time. In certain cities the ax has fallen upon several phases of the work all at once. In one city, for example, we find speech correction, a class for the deaf, and special-help rooms all suffering. In another large city the visiting teacher has been discontinued, a class for the near-blind abolished, and the number of speech-correction teachers materially reduced.

### Special Education Helps

As opposed to such curtailments, it is encouraging to find that 22 cities report *additions* to their programs for exceptional children. In Jersey City, N. J., for example, a bureau of special service has been organized to look after delinquents. Escanaba, Mich., a town of 14,500, reports the addition of an opportunity room for mentally deficient children, an open air room, and an oral deaf department. Riverside, Calif., reports the organization of a class for subnormal children and a class at the county hospital. In several cities home teachers have been added for physically handicapped children who can not attend school.

All of this is evidence that in these cities, despite the general economic condition, provision of special educational facilities for handicapped children is recognized as a worthy investment. The fact is appreciated that many children have thereby been salvaged and taught to take their proper places in self-supporting activities who would otherwise have had no recourse save to become dependent upon society. To help a child to help himself is recognized as a fundamental principle in every sphere of human life. If it applies to any one type of individual more than to another, it is to that child who because of physical, emotional, or mental handicap can not keep pace with his normal fellows in the ordinary school.

If the children who have been cared for through special classes could receive adequate attention in the regular classroom, well and good. But the history of education to date shows that this has not been done. When a teacher has 40, 50, or even more children in the class, it is a physical impossibility for her to give to these seriously different children the type of attention that they need, even if she could have at her command—as she can not have—all the specialized techniques required for each exceptional child's particular problem. This is the very reason why the special classes were organized in the first place. If they are discontinued now, both the children and society are bound to suffer tremendous loss.—ELISE H. MARTENS.





Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT

Librarian, Office of Education

THE Right Reverend William T. Manning, bishop of New York, makes a strong plea for education without financial curtailment, in *School* for March 23. In conclusion he says, "New York State can afford to educate its children. It cannot afford not to continue their education unimpaired." The same issue of *School* contains a symposium of brief paragraphs from 10 outstanding leaders in defense of school expenditures.

¶The University of Chicago Magazine for March contains a short biography, with a portrait of Harold L. Ickes, newly appointed Secretary of the Interior, who is an alumnus of the University of Chicago.

¶"Certainly nothing can occupy this leisure time to better advantage than music," says Commissioner William John Cooper, writing on Music in the public schools, in the Northwest Musical Herald for March. He shows the need for better academic preparation of music teachers.

¶A plan for cultural reconstruction is outlined by Harold Rugg in *Scholastic* for March 18. Under the title "Education and the White Collar Class", he discusses the thousands of men and women who are out of employment or are forced to work at jobs for which they are not trained, and for these he suggests a remedy.

¶The emergency in education is discussed in *Overland Monthly* for January. The article is written by Arthur H. Chamberlain, editor of the magazine, who believes that "Education is a matter of State concern, and the most important function of the Government."

¶A symposium on American education viewed by European eyes appears in *Harvard Teachers Record* for February. Four articles give the viewpoint of four nations as follows: Great Britain by Sir John Adams, Germany by Robert Ulich, France by A. Desclos, and Austria by Paul L. Dengler.

¶The Italy America Society has begun the publication of a new quarterly. The first number of its bulletin appeared in January (address Italy America Society, 745 Fifth Avenue, New York City). This number devotes a section to the subject, the Italian school system, outlining

briefly the changes which have been brought about by the Fascist program.

¶Two especially noteworthy articles appear in *The Texas Outlook* for January. "Retrenchment in education" by William Trufant Foster, considers the question of cutting school costs. The other by Dr. Frederick J. Kelly, of the United States Office of Education, entitled "Schools and the social upheaval", is reproduced from *SCHOOL LIFE*. ¶"Some expensive fallacies in American Education" are discussed by Dr. Alonzo G. Grace, University of Rochester, in *Educational Administration and Supervision* for March. Written with understanding and a subtle

humor, this is a vigorous indictment of some of the present day trends in education. ¶The Department of Education of Kentucky has begun the publication of a new monthly bulletin to be called *Educational Bulletin*. The first number appeared in March and is devoted to a discussion of the Kentucky Educational Commission and its work of surveying the educational needs of the State. ¶That the new school trend is to make "sows' ears from silk purses" is the contention of Florence Sykes Mellor writing in *Forum* for April. She believes that the progressive school has gone too far in its attempt to make school attractive to the sluggard and has ended by making it a bore to the mentally alert. ¶In *Library Quarterly* for April appears an article by Dr. Louis R. Wilson, of the University of Chicago Graduate Library School, on the service of libraries in promoting scholarship and research. While the great universities are training students and developing research workers, great libraries are building collections which furnish the tools of such research and are providing skilled bibliographers and reference assistants to aid in the work. ¶The University of the State of New York Bulletin to the Schools for April 1, is an Arbor Day number.

## 32 Years in the Same Job

TWENTY city school superintendents have held positions in the same school systems for 32 years or more, according to records of the Office of Education.

Superintendent Lawton B. Evans, Augusta, Ga., is doubtless the oldest city school superintendent in the United States from the standpoint of length of service in one school system. He was appointed November 11, 1882. Louis J. Rundlett, Concord, N.H., was appointed August 1, 1885, and Frederick W. Nichols, Evanston, Ill., District No. 76, was appointed July 1, 1885. Each of these school superintendents has devoted almost a lifetime to his chosen profession.

Listed below are names of city school superintendents having a tenure of 32 years or more, together with date of their original appointments:

City	Name	Original appointment
Augusta, Ga.	Lawton B. Evans	Nov. 11, 1882.
Battle Creek, Mich.	W. G. Coburn	September 1895.
Blue Island, Ill.	J. E. Lemon	June 1894.
Boulder, Colo.	Wm. V. Casey	— 1894.
Butler, Pa.	J. A. Gibson	June 1, 1896.
Concord, N. H.	Louis J. Rundlett	Aug. 1, 1885.
East Cleveland, Ohio	W. H. Kirk	July 1891.
Emporia, Kans.	L. A. Lowther	November 1896.
Evanston, Ill. (Dist. No. 76)	Frederick W. Nichols	July 1, 1885.
Georgetown, S. C.	W. C. Bynum	— 1897.
Harvey, Ill.	Frank L. Miller	September 1892.
Jackson, Miss.	E. L. Bailey	June 1, 1900.
La Salle, Ill.	J. B. McManus	June 1900.
Orangeburg, S. C.	A. J. Thackston	June 1897.
Pueblo, Colo. (Dist. No. 20)	John F. Keating	July 19, 1896.
St. Joseph, Mich.	E. P. Clarke	July 6, 1899.
San Mateo, Calif.	Geo. W. Hall	Jan. 1, 1894.
Spartanburg, S. C.	Frank Evans	June 1895.
Sumter, S. C.	S. H. Edmunds	— 1895.
Tarrytown, N. Y.	Leslie V. Case	May 1900.

—BERTHA Y. HEDD.

# Education Legislation in Congress

*Following are the bills affecting education that have been introduced in Congress during the present session in addition to those mentioned in SCHOOL LIFE for April 1933, together with any action that may have been taken. Another list will appear in the next issue.*

## S. 753.

Authorizing the conferring of the degree of bachelor of science upon graduates of the U.S. Naval Academy. Introduced March 23, 1933, by Mr. Trammell of Florida and referred to Committee on Naval Affairs. Reported favorably by committee April 6, 1933.

## S. 872.

Authorizing the Secretary of Agriculture to permit the occupancy and use of national forest lands for purposes of residence, recreation, education, industry, and commerce for periods of not more than 30 years and for areas of not more than 80 acres. Introduced March 29, 1933, by Mr. McNary of Oregon and referred to Committee on Agriculture and Forestry.

## S. 1290.

Providing for the election by popular vote of members of the Board of Education of the District of Columbia, the Board to consist of nine members, three of whom shall be elected from each of three electoral divisions. Introduced April 11, 1933, by Mr. Capper of Kansas and referred to Committee on the District of Columbia. Under existing law the members are chosen by the justices of the Supreme Court of the District of Columbia.

## S. 20.

Permits the State of North Dakota to transfer certain school lands (about 640 acres) to the International Peace Garden. Introduced March 10, 1933, by Mr. Nye of North Dakota and referred to Committee on Public Lands and Surveys.

## H.R. 56.

Creating a Bureau of Welfare of the Blind in the Department of Labor with a view to placing blind persons in charge of stands in Federal buildings, post offices, Army and Navy structures, and other governmental buildings for the vending of newspapers, periodicals, and other articles, and promoting interest in the dissemination of Braille reading matter and raised type for the blind. Introduced March 9, 1933, by Mr. Martin of Oregon and referred to Committee on Labor.

## S. 592.

Granting 200,000 acres of public lands to Utah for the use and benefit of the Utah State Agricultural College. Introduced March 20, 1933, by Mr. King of Utah and referred to Committee on Public Lands and Surveys.

## H.R. 147.

Incorporating the Big Brother and Big Sister Federation, having for its purpose the promotion of the welfare of children. Introduced March 9, 1933, by Mr. O'Connor of New York and referred to Committee on the District of Columbia. Same bill (S. 1201) introduced in Senate April 7 by Mr. Wagner of New York and referred to Committee on the Judiciary.

## H. R. 1662.

Providing for an appropriation not to exceed \$40,000 for the first fiscal year for the furnishing of food to children attending public schools and certain private schools in the District of Columbia. Introduced March 9, 1933, by Mr. McLeod of Michigan and referred to Committee on the District of Columbia.

## H.R. 4334.

Authorizing the Reconstruction Finance Corporation to make loans to public-school districts to aid in financing the operation and maintenance of public schools. Introduced March 29, 1933, by Mr. Knutson of Minnesota and referred to Committee on Banking and Currency.

## H.R. 2678.

Authorizing the payment of \$2,000 to La Fayette (Georgia) Female Academy, its successors or assigns, for destruction of its educational plant during the War between the States. Introduced March 9, 1933, by Mr. Tarver of Georgia and referred to Committee on War Claims.

## H.R. 3642.

Providing for the organization of a Special Army Reserve by the enlistment of unemployed men of good character between the ages of 18 and 45 years who are physically qualified for the duties of a soldier and are not skilled in any trade or occupation. The enlistment would be for a period not to exceed one year. In addition to military training, opportunity would be given to study and receive instruction along educational lines of such character as to enable men to return to civilian life better equipped for occupations; part of such instruction may consist of vocational education in either agriculture, forestry, poultry husbandry, the mechanic arts, and other

crafts and trades. Introduced March 16, 1933, by Mr. Celler of New York, and referred to Committee on Military Affairs.

## H.J.Res. 130.

Requiring the board of education of the District of Columbia to provide for instruction of pupils in the public schools in the Florence Barnard economic education plan (time and money management). Introduced March 29, 1933, by Mrs. Rogers of Massachusetts and referred to Committee on the District of Columbia.

## H.J.Res. 131.

Directing the Commissioner of Education to collect information concerning the Florence Barnard plan of time and money management, to make a study of the plan, and make information regarding it available for the use of schools and the people throughout the United States. Introduced March 29, 1933, by Mrs. Rogers of Massachusetts and referred to Committee on Education.

## H.R. 4864.

Providing for an appropriation of \$10,000 for the purpose of cooperating with the school board of district 20, Jefferson County, Wash., for the construction, extension, and betterment of a school building at Queets, Wash., under condition that the school maintained in said building shall be available to all Indian children of the village of Queets and Jefferson County, Wash., on the same terms, except as to payment of tuition, as other children of said school district. Introduced April 11, 1933, by Mr. Smith of Washington and referred to Committee on Indian Affairs.

## H.R. 4885.

Providing for the establishment of a laboratory for the study of the criminal, dependent, and defective classes and authorizing an appropriation of \$50,000 for the equipment and maintenance thereof. Introduced April 11, 1933, by Mr. McKeown of Oklahoma (by request) and referred to Committee on the Judiciary.

## H.R. 4941.

Providing for the exemption from payment of tax on checks, drafts, and orders for the payment of money by any corporation, trust, or foundation organized and operated exclusively for educational purposes, no part of the net earnings of which inures to the benefit of any private shareholder or individual. Introduced April 12, 1933, by Mr. Thurston of Iowa and referred to Committee on Ways and Means.

—L. A. KALBACH.



# Des Moines' Forum Experiment

By J. W. STUDEBAKER\*

**A**DULT EDUCATION as an extension of the public-school system is now being given a 5-year trial in Des Moines, Iowa. This experiment, sponsored by the American Association of Adult Education, is supported by a Carnegie Corporation grant. It is being conducted under the auspices of the Des Moines Board of Education. The project consists of a series of public forums held in school buildings in the evening led by men thoroughly versed in economics and political science as well as in the technique of educating adults.

Since these forums are held under public-school management, their aim, of course, is non-propagandist. Their purpose is not to convert people to any specific point of view—to make them pacifists, inflationists, or single-taxers—but rather to stimulate intelligent and informed discussion of subjects of current interest and social importance. The aim, in other words, is to make Des Moines people better qualified for the responsibilities of citizenship in a period marked by rapid changes and conflicting policies.

## Forums

For the initial part of the experiment, forums are being held this spring in 28 Des Moines schools, conveniently available to residents in various parts of the city. In these schools, 316 meetings are being held in the 20 weeks beginning January 23 and ending June 9.

For the spring period, five forum leaders have been appointed, though not more than four will be speaking on any given evening. The five men are Lyman Bryson, director of the California Association for Adult Education; Prof. Thomas Nixon Carver of Harvard University, widely known economist and author; Felix Morley of the research staff of the Brookings Institution, author of "The Society of Nations"; Henry A. Wallace, Secretary, United States Department of Agriculture; and Prof. Carroll H. Woody of the University of Chicago, principal investigator of the growth and distribution of government functions for President Hoover's Committee on Social Trends. By making short-term appointments, and in one case a part-time appointment, it has been possible to secure forum leaders of large caliber.

The subjects being discussed this spring include technocracy, the business cycle,

social planning, political parties, the "new deal," tariffs, the domestic-allotment plan, agricultural debts, and money inflation. These subjects are among those frequently cropping out in current news and among those most often asked for by Des Moines citizens who submitted lists of problems they would like to have discussed.

All of the forum meetings are held in the evening, beginning promptly at 7:30 and closing at 9. The first half of each forum is used by the leader in outlining the subject, stating information pertinent to the solution of the problem, and mentioning divergent points of view which



First prize oil painting in sixth annual National High School Art Exhibit by Peter Datschewitch, 17, Union High School, Grand Rapids, Mich. Myra L. Jackson is his teacher. Scholastic, national high-school magazine, has sponsored these creative encouragement endeavors for America's high-school youth since 1928. This year more than 10,000 entries were submitted. The final display showed several hundred student designs, posters, paintings, textiles, sculpture and specimens of jewelry, metal, and leather. The exhibit will be seen in several principal cities under the direction of the American Federation of Arts.

may exist. The latter part of the meeting is given over to discussion by members of the audience. Anyone present is free to ask questions or to express his personal opinions.

The forums are entirely free and are not organized in a formal course. There is no registration, no fee, no textbook. The leaders provide mimeographed bibliographies for the use of those who may wish to investigate the subject further, and the public library keeps on reserve the books named.

Attendance at the Des Moines forums has exceeded the most optimistic expectations. Although the program provided for the repetition of the same discussions in scattered schools, in order to avoid large crowds and to give better opportunity for individual expression, the average attendance for the first two weeks was 300 per meeting, or an aggregate of more than 7,000 for the two weeks. The third week of the forums coincided with the worst blizzard in several years; but even on a night when the mercury dropped to 23 degrees below zero, 200 people attended the meetings.

Participation in the discussions has been general, spontaneous, and satisfactory. Only in a few schools in the better residential sections has there been any tendency for members of the audience to take a passive attitude, and even in these schools the discussion has fully taken up the allotted time. In the less pretentious districts, where the business depression has had more painful results, the desire to express opinions on unemployment relief, money inflation, and the distribution of wealth is especially strong.

## Controversies

Thus far, the forums have not suffered from troublesome agitators, and the leaders have been able to maintain a reputation for fairness in handling controversial questions. Before the meetings began, a few people suspected that the forums would serve the purpose of bolstering support for the present political and economic system, and others were fearful that the forums would lend dignity to soap-boxers and encourage dangerous brands of radicalism. The first few weeks dissipated these fears.

It is too early, of course, to judge results. But the beginning has been auspicious. If public interest continues at anything like the present rate, there will be no doubt of ultimate success. The project will add to the usefulness of the city's schools, and its outcome should be extremely valuable to leaders in adult education who may be forming plans for public discussion groups in other localities.

## FIRST SCHOOL LAW YEARBOOK

THE FIRST YEARBOOK of School Law is just off the press. Is available for \$1 from the editor and publisher, M. M. Chambers, department of school administration, Ohio State University.

\*Superintendent of Schools, Des Moines, Iowa.

## The Herald's Horn

By CLINE M. KOON\*

**T**HE third annual assembly of the National Advisory Council on Radio in Education will be held at the Waldorf-Astoria Hotel in New York City, beginning at 9:30 a.m. on Friday, May 19.

**T**HE 230th weekly program of the "Peter Quince Book Review" was recently broadcast over radio station WRVA in Richmond, Va., by a representative of the University of Virginia. This is one of the oldest, if not the oldest, continuous educational series on the air.

**A**N engineer from radio station WSJS, Winston-Salem, N.C., speaks to high-school radio clubs in the vicinity of Winston-Salem, and later invites them to visit the radio station to have the principles of radio broadcasting explained.

**R**ADIO station WSB at Atlanta, Ga., is working with more than 60 local civic and social organizations in broadcasting programs.

**P**RESIDENT Thornwell Jacobs, of Oglethorpe University, Georgia, is of the opinion that the broadcasting of formal college courses is successful during the day, but not at night.

**T**HE Federal Office of Education is offering a weekly series of 5-minute broadcasts to all radio stations free of charge. The station managers are encouraged to have local educators present the broadcasts from manuscripts supplied by the Office of Education.

**D**EAN E. Raymond Bossange, of the College of Fine Arts, New York University, is making a study to determine whether or not there is sufficient interest to justify the establishment of a radio department at New York University. At the present time Oglethorpe University appears to be the only university in the country that offers a degree in radio broadcasting.

**"THE Social Effects of Broadcasting"** is the title of a recent address by President M. H. Aylesworth, of the National Broadcasting Co. Printed copies may be obtained free by addressing the National Broadcasting Co., 711 Fifth Avenue, New York City.

\* Specialist in education by radio, Office of Education, U.S. Department of the Interior.

## Rules for Schools in 1795

**S**IGNIFICANT LIGHT on early schools in Philadelphia is presented by the following rules, a rare document now in the Office of Education library.

These schools were established under a charter from William Penn.

While modern school officers have been proud of the gradual extension of the school term to approximately 180 days, it is apparent that the Philadelphia Quakers surpassed our modern records. The longest vacation seems to have been one of three weeks (July 7-31).

The importance which William Penn attached to education is revealed in the charter of 1712, governing the schools.

"Ye prosperity and welfare of any people depends," declared the charter, "in a great measure upon ye good education of youth, and their early instruction in ye principles of true religion and vertue, and qualifying them to serve their Country and themselves by breeding them in reading, writing, and learning of languages, & useful arts & Sciences, Suitable to their age, Sex & degree, which cannot be effected in any mannerto well as by erecting public Schools for ye purposes aforesaid."

The overseers, Penn instructed, were to use a seal "on one side whereof shall be engraven my coat of Armes, with this inscription, 'Good instruction is better than riches.'"

—MARTHA MCCABE.

## R U L E S

### For the good Government and Discipline of the Scholars in the different Schools under the Care of the Overseers of the Public School founded by Charter in the Town and County of Philadelphia.

**A**S the design of these Schools is not only the advancement of youth in useful learning, but also their preservation and improvement in religion and morality, as well as a decent and respectful deportment towards their instructors and each other—It is therefore enjoined by the overseers that the following rules be carefully observed in all the schools under their care.

School hours are from eight to twelve in the morning, and from two to five in the afternoon, from the first of the third month, to the first of the eleventh month; and from nine to twelve in the morning, and two to five in the afternoon, during the other months of the year.

The scholars must attend punctually at these hours; and if, from indisposition, or other just cause, any have been absent, a note to the master from their parents or guardians, signifying the cause, must be brought.

A roll, containing the names of the scholars, shall be kept by every teacher, to be called over at the opening of the school; the names of absent scholars noticed—and these rolls shall be presented to the overseers at their usual and occasional visitations to the schools.

Every scholar shall pay a becoming respect to any teacher or usher within the institution, who may be present on occasions when the exertion of proper endeavours is necessary for the preservation of good order, and support of the reputation of the schools, and where, in the discreet exercise of this authority, cases of refractory and incorrigible offenders occur, the overseers are to be speedily informed thereof.

More than two scholars are not to be out of school at the same time, unless in instances of manifest necessity; and no one is to stay out longer than ten minutes at a time, at further.

The Vacations to be held are—during the yearly and quarterly meetings, and during the monthly meetings of the district in which the respective schools are kept—Also a vacation of three weeks, to commence on the seventh day preceding the last sixth day of the week of the seventh month.

The children are to attend regularly the meetings for worship held in the respective districts where their schools are kept, as well as the scholars and youths' meetings.

The holy scriptures, particularly the New Testament, are to be read daily in every school; and, at proper seasons, the works of William Penn, Robert Barclay, and such other books as the overseers may from time to time recommend.

A due respect to school-masters and mistresses—silence and good order in school—condescending behaviour to school-fellows—a constant use of the plain language—industry and attention to their studies—orderly behaviour in the streets, and a direct returning from school to their different homes, will be strictly required of every scholar.

A close attention to order and discipline is so indispensably necessary for the good government of the schools, and the improvement of the scholars, that if any one shall refuse to comply with the rules here laid down, such scholar, after proper admonition has been found to be unavailing, shall be dismissed the school by order of the overseers.

These rules shall be publicly read, at least every three months, and as much oftener as fit occasion may present, and a printed copy thereof put up in a conspicuous place in each of the schools.

*By direction of the Overseers,*

Philadelphia, 12 mo. 10, 1795. THO<sup>o</sup>. MORRIS, Clerk.



# Teacher Salary Budgets

## 1931 to 1933

**I**N 1,075 CITIES reporting the amount of money budgeted for teachers' salaries in 1931-32 and in 1932-33 the budgets were less this year than last in all except 192 cities. If this proportion holds for the United States as a whole, salary budgets were decreased in 2,598 city school systems and remained the same or were increased in only 567 systems.

The decreases range up to 43 percent; the increases to 18.9 percent.

The accompanying chart shows the range of the percentage change in these budgets for the cities reporting in each State, each of the five regions of the country, and the United States as a whole.

The States have been arranged in five sections in order to emphasize the fact that the schools in some sections of the country seemingly have been harder hit by the depression than other sections. It should be taken into account, however, that in several States in the North Atlantic section, where laws prevented reduction of teachers' salary budgets, the teachers have, voluntarily or otherwise, returned part of their salary to the school board. Therefore, the expenditures for salaries have been reduced as much as in other places, but these reductions do not show in the budgets.

### Reports

In 20 States, every city reporting had reduced salary budgets.

The median change in city school salary budgets for the United States as a whole from 1931-32 to 1932-33 was a decrease of 7.5 percent. In the North Atlantic section the decrease was only 1.3 percent; North Central 9.8 percent; South Atlantic 7.9 percent; South Central 12.9 percent; and Western section 10 percent.

Half of the cities in the United States decreased these budgets 7.5 percent or more and one-fourth of the cities cut off more than one-eighth.

Median decreases ranged from 0.3 percent in New York to 20.4 percent in New Mexico.

Since the data referred to have to do with budgets and not individual salaries, they do not represent the actual cuts in salaries. Part of the decrease in budgets is due to employing fewer teachers, part to employing cheaper teachers and the rest to cutting the salaries of individual

teachers. A recent study of salaries in city school systems has been made by the National Education Association and summarized in the March 1933 Research Bulletin.

College Salaries, 1932-33, a 7-page report free from the Office of Education, lists similar information for professors and instructors.

### Status of the States

Percentage changes in budgets for teachers' salaries in cities from 1931-32 to 1932-33: Extreme ranges and median

State	Number of cities reporting	Decreases <sup>1</sup>		Largest increase <sup>2</sup>
		Largest	Median	
United States.....	1,075	43.0	7.5	18.9
North Atlantic division...	340	35.3	1.3	18.9
North Central division...	406	38.9	9.8	17.4
South Atlantic division...	69	30.7	7.9	9.4
South Central division...	127	37.7	12.9	8.6
Western division...	133	43.0	10.0	17.1
North Atlantic division:				
Maine.....	9	35.3	3.5	1.2
New Hampshire.....	5	10.8	6.7	6.2
Vermont.....	6	12.1	3.4	2.6
Massachusetts.....	44	13.5	.4	7.2
Rhode Island.....	8	12.8	7.1	1.8
Connecticut.....	9	13.9	6.5	2.2
New York.....	82	18.9	.3	18.9
New Jersey.....	56	14.2	1.8	9.4
Pennsylvania.....	121	21.0	1.8	15.1
North Central division:				
Ohio.....	65	30.8	7.2	14.4
Indiana.....	44	20.3	9.0	.8
Illinois.....	69	37.4	11.9	.9
Michigan.....	49	38.4	12.7	17.4
Wisconsin.....	42	27.5	5.5	10.8
Minnesota.....	29	15.9	6.9	6.7
Iowa.....	26	22.6	10.1	-2.5
Missouri.....	24	24.0	10.4	1.1
North Dakota.....	4	13.8	12.0	-10.5
South Dakota.....	11	17.0	9.9	.7
Nebraska.....	11	17.7	8.9	-2.1
Kansas.....	32	38.9	11.0	9.0
South Atlantic division:				
Maryland.....	3	5.6	3.5	2.7
District of Columbia.....	1	6.3	6.3	6.3
Virginia.....	16	27.1	7.5	9.4
West Virginia.....	15	26.8	12.9	-3.4
North Carolina.....	14	19.4	2.4	7.9
South Carolina.....	5	16.7	13.4	-6.5
Georgia.....	11	17.2	7.9	-2.4
Florida.....	5	30.7	10.9	-9.0
South Central division:				
Kentucky.....	11	20.4	12.4	1.3
Tennessee.....	10	22.6	12.2	-.4
Alabama.....	14	25.0	11.2	-1.5
Mississippi.....	6	27.2	7.4	-4.2
Louisiana.....	5	29.8	17.4	1.9
Texas.....	44	37.7	10.7	8.6
Arkansas.....	13	31.3	19.4	-8.8
Oklahoma.....	24	33.0	16.7	-5.4
Western division:				
Montana.....	9	19.4	10.4	-4.1
Wyoming.....	6	16.0	11.5	-7.3
Colorado.....	16	26.7	9.7	4.3
New Mexico.....	6	26.9	20.4	-10.1
Arizona.....	6	35.4	17.4	-7.3
Utah.....	6	24.8	9.4	-5.2
Idaho.....	10	12.0	8.4	-2.1
Washington.....	24	43.0	10.4	1.1
Oregon.....	11	33.0	18.9	-4.9
California.....	33	19.3	5.4	17.1

<sup>1</sup> Increases indicated by +.

<sup>2</sup> Smallest decreases indicated by -.

<sup>3</sup> Median indicated by 1.

—E. M. FOSTER.

### ONE FAMILY'S SERVICE

SINCE 1857 at least one of the five members of the Guitner family has been connected with Otterbein College, Westerville, Ohio, as a student or a teacher. Five members taught at Otterbein for nearly 80 years. This announcement was made by Otterbein College in February upon the death of Prof. Alma Guitner, who taught in the department of German since 1900.

### SCHOOL ATTENDANCE BIBLIOGRAPHY

DURING the past 20 years much has been written on compulsory education, child labor, school census, school attendance, and the visiting teacher. From 10 sources, including the library of Teachers College, Columbia University, publications of the Office of Education, publications of the Children's Bureau, publications of the National Education Association, a selected and annotated bibliography on school attendance, school census and related topics for the period 1900 to 1932 has been prepared and is now issued by the Office of Education. Authors are: N. L. Engelhardt, professor of education, Teachers College, Columbia University; W. A. Kincaid, superintendent of schools, Montpelier, Vt.; and J. C. Parker, graduate student in educational administration, Teachers College, Columbia University. Single copies are free from the Office of Education. There is a small charge for additional copies.

### Earthquake

(Continued from p. 165)

to resist earthquakes, the chances of getting children safely out in the event of a severe shock are practically nil.

Mr. Freeman presents much valuable advice on earthquake insurance. He warns particularly against the "fallen building clauses" in fire insurance policies. "Many property owners," he points out, "may be surprised on careful reading of their insurance policies, by finding that an earthquake may technically make their fire insurance policy void instantly without other notice."

It behooves all school administrators throughout the Nation to consider the problems raised by earthquake risk. No superintendent or school-board member would care to shoulder a responsibility such as this contained in a report on one American earthquake: "Public buildings, schools, churches, the courthouse, jail, and public library were seriously damaged, showing lack of conscientious construction."

—WILLIAM DOW BOUTWELL.

## School Crisis News Flashes

**N**EW YORK CITY'S teachers have given \$3,191,000 to clothe and feed the hungry school children.—*School*, April 6.

**CHICAGO.**—Boys and girls of Chicago's public schools still held the whip today in their strike protesting the city's failure to pay teachers.—*United Press*, April 7.

**Headline:** Keeping Man in Prison Costs as Much as College Education.—*New York Times*.

**PASADENA, CALIF.**, April 7.—Three hundred small colleges in the United States face extinction unless prompt measures are taken to save them, Dr. Ray Lyman Wilbur, former Secretary of the Interior and president of Stanford University, told a gathering of educators here recently.—*United Press*.

Sweeping revision of the present pre-service and in-service education of teachers was recommended by Profs. Ned. H. Dearborn and E. S. Evenden in reports based on preliminary findings of the National Survey of the Education of Teachers being conducted by the Office of Education.—*New York Times*, April 7.

**ATLANTA, GA.**—With no funds to carry on, 380 public schools throughout the State have been closed, M. D. Collins, State school superintendent has announced . . . 100 more may close before the end of the term . . . The State is \$3,122,317 behind in unpaid school appropriations.—*Christian Science Monitor*, April 6.

A committee appointed by Gov. George White of Ohio to survey the financing of schools of the State has recommended that the State arrange to distribute \$28,000,000 in aid to local school districts during the ensuing biennium in place of approximately \$8,000,000 appropriated for that purpose during the past biennium.—*Educational Law and Administration*, April 1933.

**BALTIMORE, Md.**—Mayor Jackson announces reopening of night schools October 15.—*Baltimore Sun*, April 11.

More than 300 unemployed persons have signed up at White Plains for courses to be financed for their benefit out of the State allotment for adult education.—*New York Herald Tribune*, March 13.

**PHILADELPHIA, Pa.**, March 31.—An emergency fund of at least \$30,000,000 will be required to keep all public schools in Pennsylvania open in the next 2 years.

**MONTGOMERY, ALA.**, March 11.—Lack of finances to support schools has caused suspension in 35 of the State's 67 counties,

affecting 300,000 school children, it was announced by the State Department of Education.—*Washington Star*, March 11.

In 1930 we spent for maintenance of passenger automobiles \$11,817,000,000. We spent for the construction of buildings, \$5,806,000,000. For life insurance \$3,524,000,000. For education slightly more than \$2,500,000,000. For every dollar spent on education, two and one half dollars were paid for candy, chewing gum, and admission to theaters.—*Peabody Journal of Education*, March, 1933.

### ★ Recent Theses in Education ★

**T**HE Library of the Office of Education is collecting doctor's and outstanding master's theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month.

Compiled by **RUTH A. GRAY**

Library Division, Office of Education

**ARNOLD, FRANK J.** A study of the cooperative method of education in the New York City high school. Doctor's, 1932. New York University. 137 p. ms.

**BENNETT, ANNETTE.** A comparative study of sub-normal children in the elementary grades. Doctor's, 1932. Teachers College, Columbia University. 81 p.

**BROWN, FRANCIS JAMES.** College and university education for teachers in service. (A survey and evaluation.) Doctor's, 1932. New York University. 171 p. ms.

**CAMPBELL, ANNE M.** Health, physical development and scholarship. Master's, 1931. New York University. 43 p. ms.

**CLOUGH, GEORGE C.** Instructional supervision of county or parish superintendents and of rural supervisors of Louisiana and Texas. Doctor's, 1932. New York University. 274 p. ms.

**DEYOUNG, CHRIS A.** Budgetary practices in public school administration. Doctor's, 1932. Northwestern University. 152 p.

**ELLIS, EMMETT.** An evaluation of state programs of secondary education. Doctor's, 1932. George Peabody College for Teachers. 268 p. (Contribution to education, no. 105.)

**ERWIN, T. C.** A comparison of five-point pupils with non-five-point pupils in the Negro elementary schools of Newport News, Virginia. Master's, 1932. Hampton Institute. 38 p. ms.

**FITCH, HARRY N.** An analysis of the supervisory activities and techniques of the elementary school training supervisor in state normal schools and teachers colleges. Doctor's, 1931. Teachers College, Columbia University. 130 p. (Contributions to education, no. 476.)

**GLICKSTEIN, AARON.** A study of the leisure time habits of young workers and recreational possibilities; a study of present habits and recreational possibilities of students in the East New York continuation school. Master's, 1932. New York University. 70 p. ms.

**JACKSON, MARGARET MERLE.** The training of high school English teachers in Texas and New Mexico.

Eight States have already adopted sales taxes in current sessions of legislatures—Arizona, Illinois, Indiana, North Dakota, Oregon (subject to referendum), Utah, Vermont, and Washington. Ohio, Texas, and Michigan are known to be seriously considering adopting a sales tax.

Prospects of maintaining schools next year seem distinctly brighter in those States which have adopted a sales tax.

Other important tax legislation: Chain-store tax, Minnesota, Montana, Indiana, Vermont, Idaho, West Virginia; net income tax, Arizona, Kansas, Montana; personal tax, New Mexico; gift tax, Oregon.

**Master's, 1932.** New Mexico State Teachers College. 54 p. ms.

**LICK, ARTZ SAMUEL.** The measurement of the interest value of representative items taught in elementary psychology. Master's, 1932. Pennsylvania State College. 65 p. ms.

**LOOFBOUROW, GRAHAM C.** Test materials for problem behavior tendencies in junior high school boys. Doctor's, 1931. University of California. 62 p. (University of California publications in education, vol. 7, no. 1, p. 1-62.)

**MAGOON, MAYO M.** Relation of failure to pupil seating. Master's, 1931. Teachers College, Columbia University. 42 p.

**MORNING, GREGORY H.** The status of the curriculum in the public school survey. Master's, 1932. Pennsylvania State College. 77 p. ms.

**NICHOLS, AUGUSTA MATILDA.** The value and procedure in using schemes for evaluating student teachers with special reference to New Hampshire. Master's, 1932. Boston University. 147 p. ms.

**OLLENDIKE, CLARENCE J.** A study of the method of assessment and tax collection in Lackawanna County, Pennsylvania, and a comparison of school costs for the years 1920, 1925, 1930 of the second, third, and fourth class districts of the county in order to make certain recommendations. Master's, 1932. Pennsylvania State College. 117 p. ms.

**PICKETT, LALLA H.** An analysis of the in-service training programs of 25 selected normal schools and teachers colleges. Doctor's, 1932. New York University. 165 p. ms.

**RABY, SISTER JOSEPH MARY.** A critical study of the new education. Doctor's, 1931. Catholic University of America. 123 p. (Catholic University of America. Educational research monographs, vol. 7, no. 1, March 1, 1932.)

**WOTHING, CLAYTON W.** The legal status of married women teachers in the public schools of the United States as determined by judicial decisions and legal opinions (from 1778 to March 29, 1932). Doctor's, 1932. New York University. 108 p. ms.



# New Government Aids for Teachers

THE PUBLICATIONS LISTED may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.

Compiled by MARGARET F. RYAN  
Editorial Division, Office of Education

## Publications

Fauna of the National Parks of the United States. 157 p., illus. (National Park Service, Contribution of Wild Life Survey, Fauna Series no. 1.) 20¢. (Nature study; Geography; Zoology.)

The Principal Laws Relating to the Establishment and Administration of the National Forests and to Other Forest Service Activities. 31 p. (Department of Agriculture, Miscellaneous Publication No. 135.) 5¢.

Contents: Establishment; Jurisdiction; Occupancy and use; Fiscal matters; Forest activities; Weeks law and amendments; Clarke-McNary Act; and the McSweeney-McNary Act. (Civics; Political Science.)

Dairy Farming for Beginners. 14 p., illus. (Department of Agriculture Farmers' Bulletin No. 1610.) 5¢. (Dairy husbandry.)

Let's Know Some Trees. 38 p., illus. (Department of Agriculture, Miscellaneous Circular No. 31.) 15¢. (Nature study; Forestry.)

Brief descriptions of the principal California trees, including the pines, firs, cedars, and sequoias, other California cone-bearers, oaks, willows, poplars, maples, alders, birch, palm, yucca, Indigobush, madrone, walnut, sycamore, Oregon ash, California laurel, dogwood, and California buckeye. Also contains an index of common and scientific names. (Nature study.)

Report of the Alaska Agricultural Experiment Stations, 1931-1932. 26 p., illus. (Department of Agriculture, Office of Experiment Stations.) 5¢.

Report of the director of the Alaska Agricultural Experiment Stations, including the Sitka, the Matanuska, Fairbanks, and Kodiak stations. (Geography; Agriculture.)

The following illustrated publications may be ordered from the Pan American Union, Washington, D.C.:

Seeing South America. 224 p., 70 illus. 25¢.

Discusses travel routes, expenses, cities, climate, and wonders of South America.

Seeing the Latin American Republics of North America. 185 p., 73 illus. 25¢.

Presents condensed facts about travel in Cuba, Mexico, Salvador, Nicaragua, Costa Rica, Haiti, Panama, Honduras, Guatemala, and the Dominican Republic.

Permissible Electric Cap Lamps and Ventilation in Certain California Mines and Water-Tunnel Construction. 1932. 36 p., illus. (Bureau of Mines, Bulletin 359.) 5c. (Safety education; Mining engineering.)

\*The Women's Bureau of the United States Department of Labor—What it is; What it does; and What it publishes. (Women's Bureau, Folder 6) Free. (Civics)

\*The United States and Nicaragua—A Survey of the Relations from 1909 to 1932. 134 p. (Department of State, Latin American Series No. 6)

Presents the situation in Nicaragua before 1912; political and financial developments, 1912-1925; the civil war, 1926-27, the Stimson mission, 1927; elections of 1928; Nicaraguan-Honduran boundary dispute; the Managua earthquake; the Nicaraguan canal survey; etc. (Geography; History; Economics)

High-grade Alfalfa Hay: Methods of Producing, Baling, and Loading for Market. 26 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1539.) 5c. (Agriculture; Marketing.)

Family Food Budgets for the Use of Relief Agencies. 8 p., folder. (Children's Bureau.) Free.

Approximate quantities needed weekly by typical families for adequate diets at minimum cost containing ample margin of safety in protective and other foods;



Courtesy National Park Service  
Grizzlies in Yellowstone. See reference: Fauna of the National Parks of the United States.

restricted diets for emergency use, containing only the "irreducible amounts" of protective and other foods; and a sample weekly food order for adequate diet at minimum cost for a family of 5—parents and 3 children. Notes to relief agents, suggestions for spending food money wisely, and a family food guide to low-cost balanced diets are given. (Home economics; Social case work.)

The Silver Market. 95 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 139) 10c.

An analysis of the world trade in silver; the organization of the market and determination of the price; the long-term trend in the price of silver; the position of that metal in the economic life of the United States, India, and China; silver and oriental purchasing power; the movements of treasure to and from the Orient; and—of especial interest lately—the outflow of gold from British India. (Geography; Economics; International trade.)

The Transient Boy. 7 p. (Children's Bureau.) Mimeog. Free.

## Maps

The New World and the European Colonial System in 1823 and in 1931. 17 by 19 inches. (Department of State—Map Series No. 1, Publication No. 275.) 10¢

Shows the European countries having foreign possessions together with their dominions, colonies, protectorates, etc., distinguished by colors; mandates (former Turkish and German possessions); the United States of America, and its possessions; and the Latin American Republics.

Map of the National Park-to-Park Highway. 20 by 25 inches. (National Park Service.) Free.

Automobile roads connecting the national parks and monuments west of the Mississippi River which are under the jurisdiction of the National Park Service are indicated.

## Films

The following U.S. Department of Agriculture motion-picture films are available upon application to the Office of Motion Pictures, Extension Service, U.S. Department of Agriculture, Washington, D.C.

Behind the Breakfast Plate (Bureau of Animal Industry) 1 reel.

The story of bacon from the pastures of the Corn Belt through the stockyards and the packing plants to your breakfast plate; curing of bacon in early colonial homes; evolution of the hog business.

The Cougar Hunt (Bureau of Biological Survey) 2 reels.

Methods followed by Government hunters in predatory animal control work, with special reference to the mountain lion.

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